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ABSTRACT

In 1981-82 the Legislative Assembly's Special Committee on Education held 43 public hearings throughout the Northwest Territories to gather information on all aspects of public concern about education. Written in English and Inupiaq, this document outlines problems related to: (1) preparation for a traditional Native life versus preparation for the wage economy; (2) choosing among bilingual, Native language, and English-as-a-Second-Language programs; (3) the need for culturally appropriate curriculum and instructional materials; (4) poor attendance and high dropout rates; (5) discipline problems; (6) lack of Native teachers; (7) inadequacy of preservice and inservice teacher education in preparing southern teachers for northern schools; (8) the need for parent education and parent-school liaisons; (9) the need for adult and continuing education; (10) limited funding; and (11) large differences between educational policies and classroom practices. The Special Committee made several major restructuring recommendations, including the creation of: 10 divisional boards of education to govern schools with the advice of local educational authorities; a Secretariat of Learning to respond to demands for learning from the private and public sectors; two centers responsible for curriculum development and teacher education; and an Arctic College. In addition, 49 specific recommendations address issues of administrative structure, school programs and curriculum, language of instruction, teacher education and recruitment, special education, adult education, and policy implementation. This document contains a bibliography of approximately 270 items. (SV)

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LEARNING
TRADITION & CHANGE
IN THE NORTHWEST TERRITORIES

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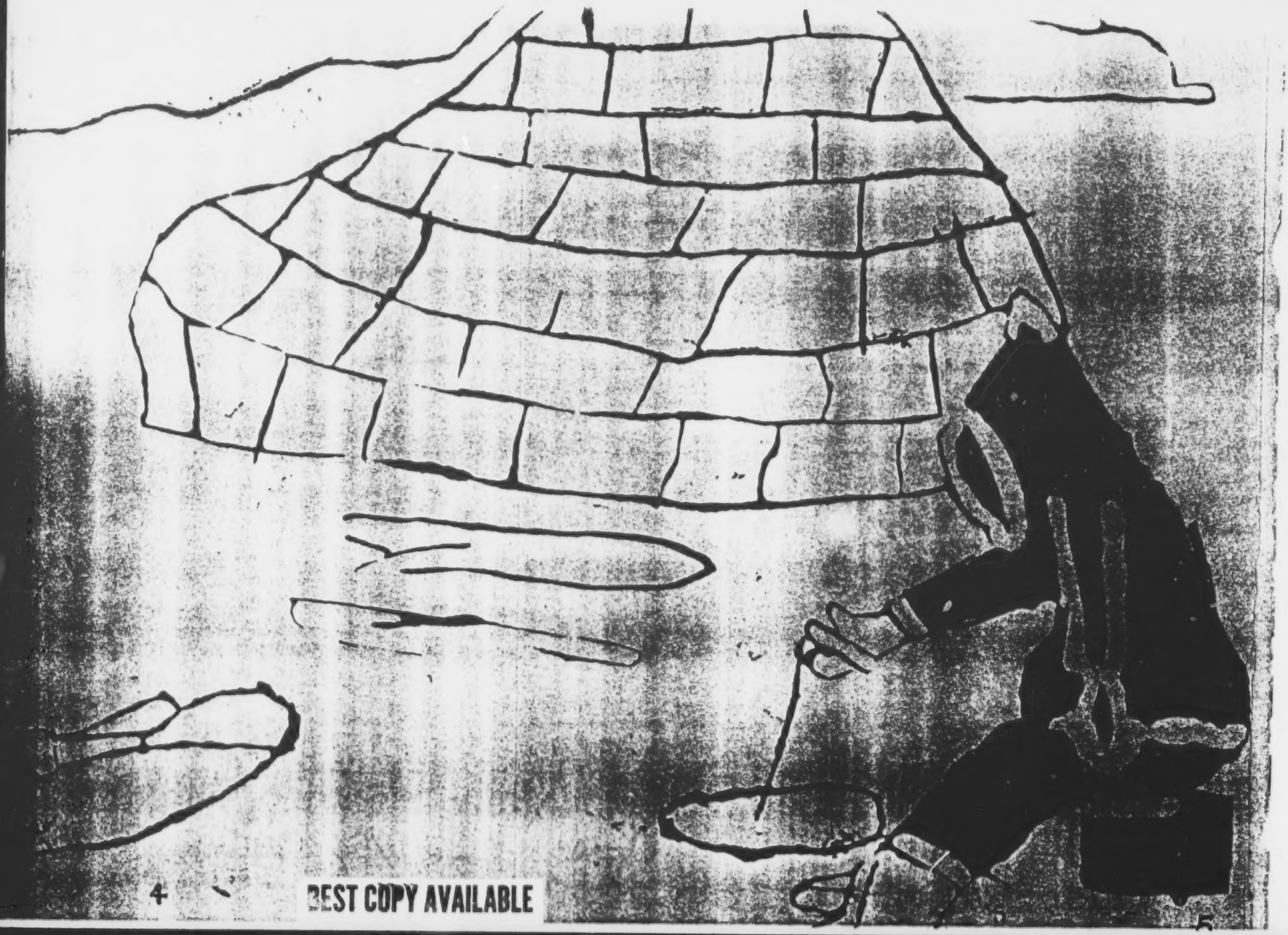

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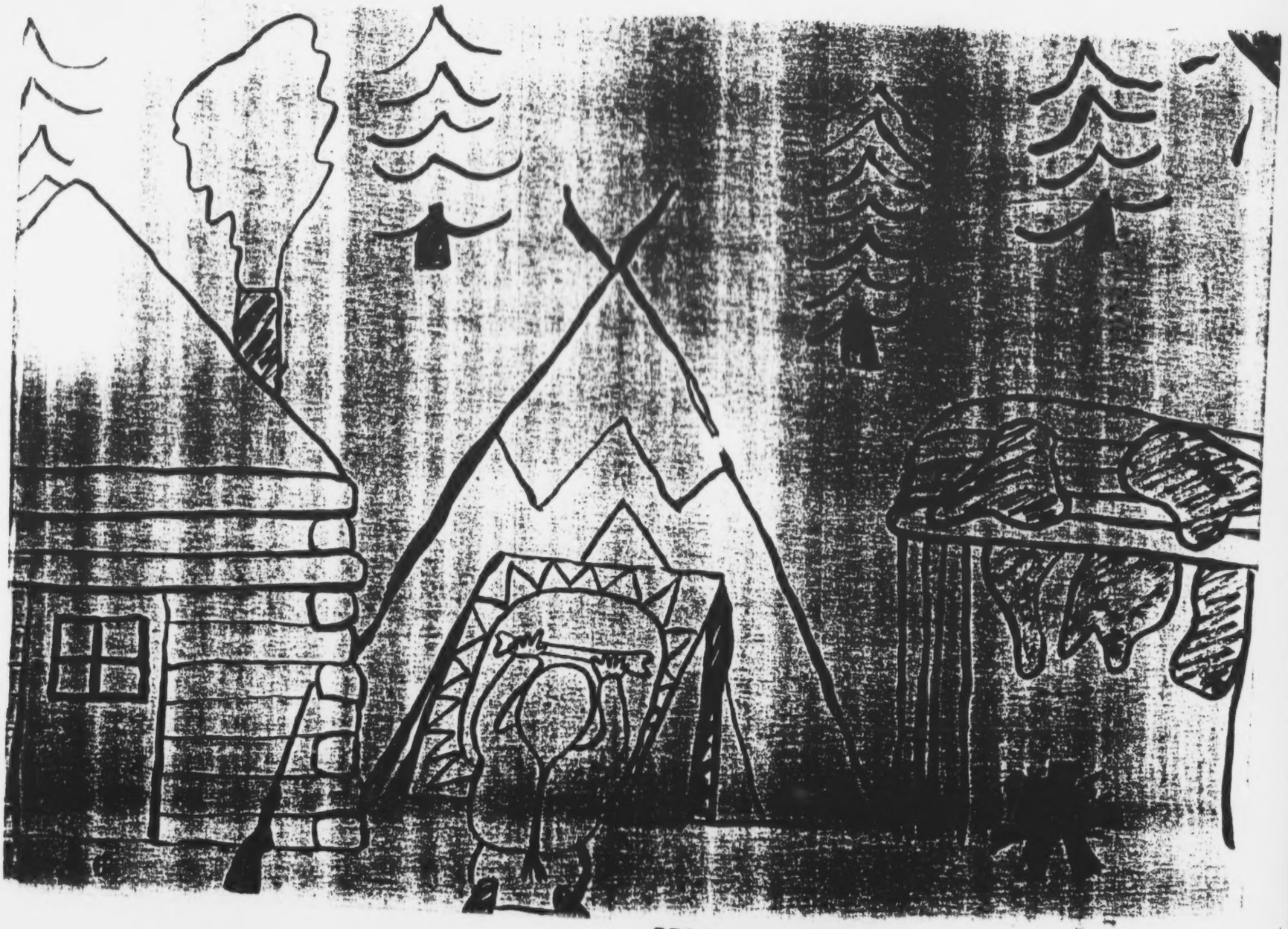

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LEARNING
TRADITION & CHANGE
IN THE NORTHWEST TERRITORIES

Northwest Territories Legislative Assembly
Special Committee on Education

COMMITTEE MEMBERS

TAGAK CURLEY, M.L.A.
Keewatin South
Co-Chairman

BRUCE McLAUGHLIN, M.L.A.
Pine Point
Co-Chairman

NELLIE COURNOYEA, M.L.A.
Western Arctic

DENNIS PATTERSON, M.L.A.
Frobisher Bay

ROBERT SAYINE, M.L.A.
Great Slave East

Northwest Territories Legislative Assembly

March, 1982

HON. DONALD M. STEWART
SPEAKER
LEGISLATIVE ASSEMBLY

Dear Mr. Speaker and Members:

We have the privilege to submit the Final Report of the Special Committee on Education entitled "Learning: Tradition and Change".

This report is submitted in accordance with the Special Committee's Terms of Reference.

The Special Committee has completed this report earlier than was originally scheduled so that Members of the Assembly and the people of the Northwest Territories can review the recommendations prior to the Spring Session of the Legislature.

Respectfully submitted,

Bruce McLaughlin, MLA (Pine Point)
Co-Chairman

Tagak Curley, MLA (Keewatin South)
Co-Chairman

COMMITTEE INCORPORATION

During the first session of the Ninth Assembly in February 1980 the Special Committee on Education was formed in response to a motion by Tagak Curley, MLA for Keewatin South, which read:

> WHEREAS there are many educational problems faced by people of the Northwest Territories, and particularly with the Natives, including high drop-out rate, poor comprehension, poor parent/teacher relationship, low recruitment of Native teachers and foreign curriculum for northern lifestyle, lack of proper high school facilities, and lack of continuing and special education facilities;
>
> NOW THEREFORE I move that this Assembly establish a special committee on education with support staff to inquire into all aspects of educational policy in the Northwest Territories and an interim report of its findings be tabled during the fall session in 1981 and the final report and recommendations be made by the beginning of 1982 and the size and the nomination for membership be made by the striking committee of this Legislature.

LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES
SPECIAL COMMITTEE ON EDUCATION

Terms of Reference

The Special Committee on Education shall:

A inquire into current problems and public concerns about education including without limiting the generality of the foregoing:

- special problems of Native students
- languages and education
- curriculum
- facilities
- quality of education
- grants and bursaries
- special education
- teacher training
- continuing and secondary education

B review all aspects of existing legislation, policy and philosophy concerning education in the Northwest Territories and make recommendations to the Assembly for reform.

C consult in all parts of the Northwest Territories, members of the public, local education authorities and interested groups through public hearings and other meetings, written and oral submission and other appropriate means.

D initiate action research projects to demonstrate new approaches to solving education problems.

E recommend urgent changes in existing policies from time to time as deemed necessary.

F present to the Legislative Assembly a report and recommendations respecting education grants and bursaries at the fall session of 1980, and an interim report of its findings at the fall session of 1981 and a final report and recommendations to be made early in 1982.

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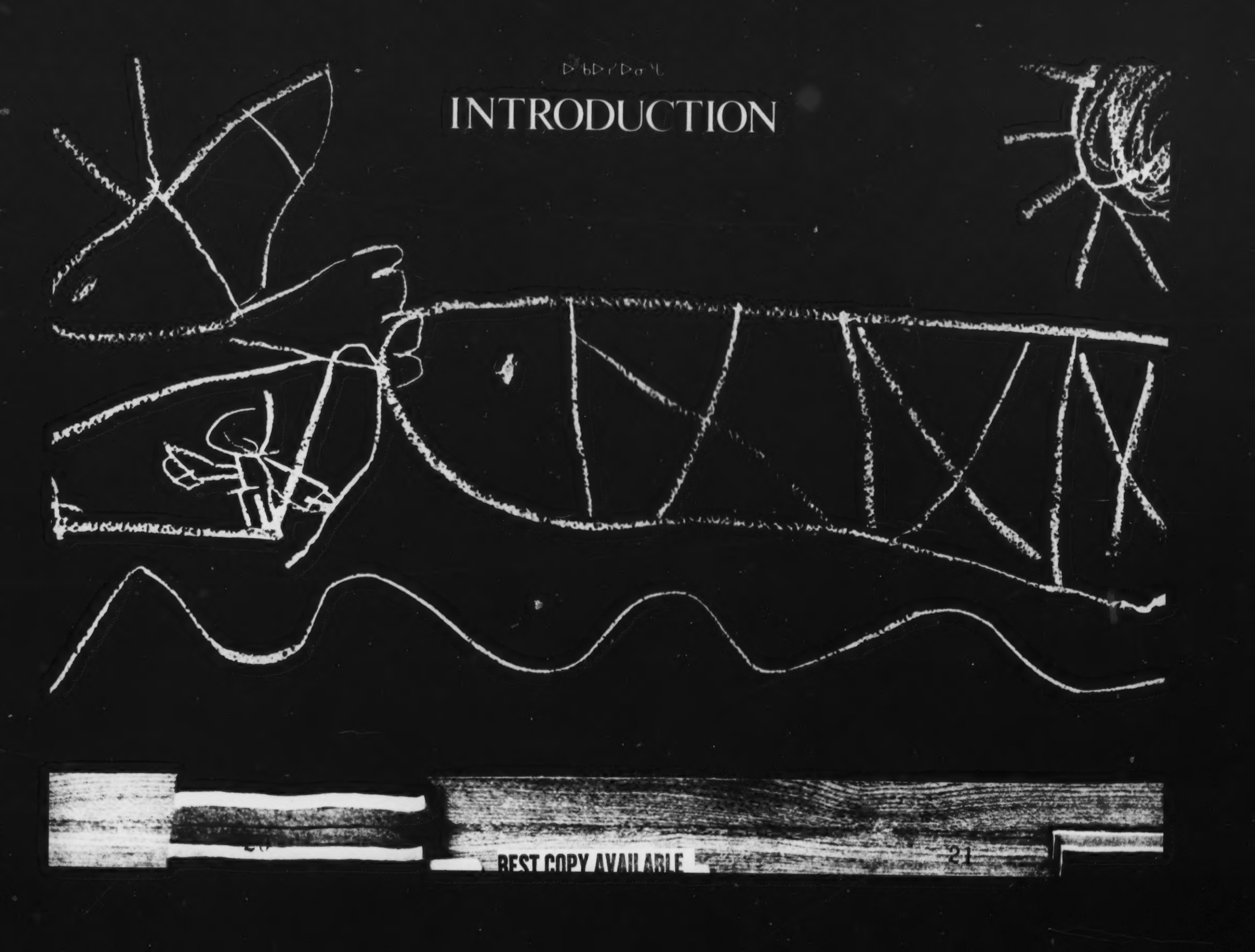
Summary translations of this report will also be available from Regional Government offices on cassette tapes in several Native languages.



INTRODUCTION

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ᐃᓐᓄᓯᓚᐅᐸᓪᓕᒃ ᐊᓯᔾᔨᖃᐅᕐᓂᓪᓕᐊᑦᑎᓯᓇᖅᑐᑦ
ᐊᒥᓯᵅᑦᔪᖃᐅᕐᓂᓪᓕᐊᓪᓂᒃᓄᓪᓗ ᐱᓕᕆᓪᓕᐊᑦᑎᓯᓇᖃᐅᓐᓄᓪᓗ ᐊᓪᒪᓗ
ᓄᓇᕗᑦᐊᔪᒥ ᐊᔾᔨᐅᑦᓯᕐᒥᐅᒃ ᐱᓕᕆᓪᓕᐊᓪᕿᖃᓕᕆᓪᓚᖅ,
ᐃᓯᒪᒥᓯᑦᑎᓯᓇᖅᑎᓯᓇᑦᑎᓯᓇᕎᒍᑦ ᐊᖃᓗᓯᓇᖃᐅᓐᔪᓐᓇᖅ, ᑭᓯᐊᓂ
ᑐᖏᓪᓗᓂᐊᑦᑎᑕᐅᔪᓐ ᐅᑦᖃᐅᓯᖃᑦᓴᖅᑎᓯᓇᕎᒍᑎᒍᓐᓇᖅᑐᒍ. ᑕᐃᒪ ᐃᓄᐃᑦ
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ᑐᖏᓪᓚᐅᔪᑎᑦᓄᓕᒃ. ᐊᓪᒪᓗᓐ, ᖃᖃᐅᔨᒪᔭᒍᑦ, ᐃᓄᐃᑦ
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ᐃᓯᒪᔭᒍᑦ ᐃᓕᓴᓂᐊᑦᑎᓯᓇᓚᓂᓚᐅᐊᑦᑎᖃᑦᓴᑦᑎᓂᐊᑦᑕ
ᓯᔭᓂᓄᖃᑦᓂᐊᑭᔪᑕ.

ᐃᓄᐃᑦᓕᒫᑦᑎᓴᓂ ᐃᓕᓴᔾᔨᓕᐊᑦᑎᓯᓇᕎᑦᑕ, ᐃᓄᐊᑦᑐᐅᓕᓐᓄᓕᓂᓴᓐᓂᑦᑕ
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-- ᐊᑐᖃᓂᖅᓚᒪᓕᑐᑦᑕ ᐱᓕᓚᐊᓚᐅᖃᓂᓴᓐᓂᑦᑕ, ᑭᓯᐊᓂ
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ᐃᓕᓯᓂᐊᑦᑎᓐᓕᓐᓄᓂᓴᓐᓂᑦᑕ ᓄᓇᕗᑦᐊᔪᒥᑦᐅᑕᓕᒫᓄ ᖃᖃᓗᓐᓂᑦᑕ
ᑐᖏᓪᓚᓐᓇᑦᑎᓂᓂᖖᑦᑕ, ᑕᒪᓯᓇ ᐅᓂᓗᒃᑲᓚᐊᓚᐅᓐᓂᓯᓂ
ᐅᖃᐅᔨᓚᓇᓕᓗᔨᒪᔭᑦᑕ ᖃᖃᓄᑦ ᐃᓕᓯᓂᐊᑦᑎᑐᑕᓂᓂᖖᑦ
ᐊᖃᓄᑭᒥᐊᑦᑎᑕᐅᔾᔨᓯᓇᖃᑦᓴᑦᑎᓂᑦᑕ ᓄᓇᕗᑦᑕ ᐱᓚᐊᑦᖃᖃᑕᐅᒥᓄᓕᑦ
ᑐᖏᓪᓗᓂᖖᓄᓚᐅᑕᓂᔭᓂᓂ.

ᐊᑐᑕᓯᔪᐅᓕᔨᒪᔭᑦᑕ ᑕᓚᔭᓂᓂ ᐅᓂᓗᒃᑲᓕᐊᑦᔪᒥᓚᔨᒥ
ᐊᑐᑕᖖᑎᑕᐅᓂᓯᒥᑦᑕ ᐊᓕᓴᔾᔨᓚᓇᓪᓂᓂᐊᑦᑎᓐᓕᓐᓄᓕᓂᓴᓐᓂᑦᑕ ᒪᵅᓇ
ᐃᓕᓯᓂᐊᑦᑎᑐᓕᓚᓂᓂᓴᓐᓂᑦᑕ ᓄᓇᕗᑦᐊᔪᒥᑦᐅᑕᓕᒫᓄ.

ᐃᓕᓯᓂᐊᑦᑎᓴᓪᓕᒥ ᐃᓕᓯᓂᐊᑦᑎᓐᓕᓐᓄᓕᓂᓴᓐᓂᑦᑕ ᖁᑦᑯᑐᐃᓯᒪᵅᓇᒥᑦᐅᑕᓂᓂᑦᑕ,
ᑭᓯᐊᓂ ᐊᑐᑦᓂᖃᑦᓴᒪᑦᑎᒃ ᐃᓕᓯᓂᐊᑦᑎᑐᑎᓪᓗᑲᒪᓚᑦᑕ.
ᑲᑎᒪᑎᓂᔪᑎᓂᓚᒥᑦ, ᐃᒪᓚᓕᓪᒥᒥ

ᖃᖃᐅᔨᒪᔭᐅᔾᔨᓚᐊᑦᑎᓯᓇᖃᑦᓴᖅᑐᑦ ᒪᐅᑯᐊ ᐃᓕᓯᓂᐊᑦᑎᓐᓕᓐᓄᓕᓂᓴᓐᓂᑦᑕ
ᑲᑎᒪᓕᕆᓴᓐᓂᒥᑦ ᐊᑐᑦᓂᔪᒃᑲᓚᐊᑦᑎᓯᓇᖃᑦᓴᖅᑐᑦ ᐊᑭᑦᑯᑐᐃᓴᒪᒥᒪᓕᑦᑕ

Introduction

Change, growth, and development are characteristics of any living society and, beyond question, the Northwest Territories is now experiencing an extraordinary surge in these natural processes. We cannot refuse the challenges they pose, but we can say something about the direction in which they may take us. Central to any society's efforts to influence the direction of change is its people's ability to participate in planning processes. And, beyond question, learning is the major factor in a people's ability to participate in such planning. We argue, therefore, that learning is the key to our future.

All of our lives we are learning, with and without help, whether or not we are aware of it. Education, as opposed to learning, begins when someone or some agency tries to create circumstances that will encourage or direct the process. We do not claim to know, as members of the Special Committee on Education, what are all of the needs for learning in the Northwest Territories, nor do we wish to direct the course of learning for all of our people — indeed, to try to do that would raise fundamental ethical issues. On the other hand, we believe that, as members of the Special Committee on Education, we should recommend that our educational system should, as a primary goal, create life-long opportunities for the people of the Northwest Territories to learn. We may fall short of this desirable goal, but we have tried in this report, and we think we have succeeded, to identify ways in which our educational system can be improved and made more fully responsive to the varied needs of the people in our communities.

We don't want to drop the school system, we just want a system appropriate to our needs.
Public Hearing, Igloolik.

The implementation of this report's proposals and recommendations will substantially modify the present educational system of the Northwest Territories.

It must be noted here that the recommendations of the Special Committee on Education are made without pre-

ᑭᓇᐅᔭᐃᓇᓴᐅᑎᒃ ᐊᒻᒪᓗ ᑕᒪᐅᑯᐊ ᐱᓕᒪᓐᓂᖅ ᑐᖏᑦᑐᓇᓂᖅᓯᒪᓕᖅ ᓄᓇᕗᖅᓱᓂᐅᓕᖅ ᐱᓕᕆᓂᐊᓂᕐᓂᓄᑦ.

. ᐃᓂᒪᔭᕐᔪᓕ ᐃᓂᒪᓕᐅᕈᑕᐅᔭᕆᓂᖅᑐᑦ ᐃᓕᓴᐃᓂᐊᕐᓂᖅ ᐃᓕᓴᐃᓇᔭᖅᑐᑦ ᐃᓂᒪᓕᐅᕈᑕᐅᔭᓕᕆᐊᓂᖅᓯᒪᓕᖅ ᓄᓇᓕᓱᓂᓄᑦ. ᓄᓇᓕᓱᓂ ᐃᓄᐃᑦ ᐃᓂᒪᓕᐅᔭᖅᑕᐅᔭᓕᕆᐊᓂᖅᓯᒪᓕᖅ ᐃᓕᓴᐃᓇᔭᖅᑕᐅᑦᑎᐊᓂᖅᑐᑦ ᐊᒻᒪᓗ ᓴᖅᓄᓂᖅ ᐃᓕᓴᐃᓇᔭᖅᑎᑕᐅᔭᓕᕆᐊᓂᖅᓯᒪᔪᖅᑕ ᐊᒻᒪᓗ ᑭᓇᐅᑦ ᐃᓕᓴᐃᓇᔭᖅᑎᑕᐅᔭᓕᕆᐊᓂᖅᓯᒪᔪᑦ.

ᓄᓇᕗᑦᑐᒥᐅᑦ ᐃᓅᓂᒃᑎᑦ ᐊᒻᒪᓗ ᐊᐱᐅᑐᖅᓯᒪᓂᒃᑎᑦ ᖃᐅᔨᓄᑦᑎᓂᒃ ᐃᓕᓴᐃᓇᔭᖅᑎᑕᐅᓂᖅᑐᑦ. ᐱᒃᒧᑐᖅᓯᓂᒃᑎᒃ ᐃᓕᓴᐃᓇᔭᖅᑕᐅᑦᑎᐊᓂᖅᑐᑦ ᐃᓕᓴᐃᓇᔭᖅᑕᐅᑦᑎᐊᓂᖅᑐᑦ, ᐅᓂᒃ ᓄᓇᓕᓱᓂ ᐊᐱᐅᑐᖅᓯᒪᓂᒃᑎᒃ ᐱᓕᕆᐊᓂᖅᑐᑦ ᐃᓕᓴᐃᓇᔭᖅᑎᑕᐅᔭᓕᕆᐊᓂᖅᑐᑦ. ᑕᐃᒪᓕ ᐃᓂᒪᓕᐅᔭᕆᓂᖅᑐᑦ ᐊᒥᓲᓂᑦᑎᐊᓕᖅᑐᓂᒃ ᐃᓅᓂᒃ ᐊᑐᐅᓂᖅᑐᑦ ᐊᐱᐅᑐᖅᓯᒪᓂᒃᑎᒃ ᐃᓕᓴᐃᓇᔭᖅᑕᐅᑦᑎᐊᓂᖅᑐᑦ, ᓄᓇᓕᓱᓂ ᐊᐱᐅᑐᖅᓯᒪᔪᓂᒃ ᐱᓕᕆᐊᓂᖅᑐᑦᑎᓂᒃ ᐃᓕᓴᐃᓇᔭᖅᑎᑕᐅᓂᖅᑐᑦ ᐱᓕᕆᐊᓂᖅᑐᑦᑎᓂᒃ (ARCTIC COLLEGE), ᐃᓕᓴᕐᓂᖅᑎᑕᐅᑦᑎᐊᓂᖅᑐᑦ, ᓇᓗᓇᐅᑦᓂᖅᓱᓂᒃ ᐃᓕᓴᐃᓇᔭᖅᑎᑕᐅᓂᖅᑐᑦ, ᓄᓇᓕᓱᓂ ᐱᓕᕆᐊᓂᖅᓱᓂᒃ, ᐊᒻᒪᓗ ᐱᓕᕆᐊᓂᖅᓱᓂᒃ ᐊᐱᐅᑐᖅᓯᒪᓂᒃᑎᒃ ᐱᓕᕆᐊᓂᖅᑐᑦᑎᓂᒃ ᐱᓕᕆᐊᓂᖅᑐᑦᑎᓂᒃᑐᑦ.

. ᐃᓂᒪᔭᕐᔪᓕ ᐃᓕᓴᐃᓇᔭᖅᑐᑦᓴᖅᑐᑦ ᐃᓕᓴᐃᓇᔭᖅᑐᑦᓴᖅᑐᑦᓯᒪᓕᖅ ᐃᓕᓴᐃᓇᔭᖅᑐᑦᑎᐊᓂᖅᑐᑦᑎᓂᒃ ᐃᓕᓴᐃᓇᔭᖅᑐᑦᓴᖅᑐᑦᓯᒪᓕᖅ. ᐃᓄᐃᑦ ᐃᓕᓴᕐᓂᖅᑐᑦᓴᖅᑐᑦᓯᒪᓕᖅ ᐃᓅᓂᒃᑎᑦ ᐃᓕᓴᐃᓇᔭᖅᑐᑦᓴᖅᑐᑦᓯᒪᓕᖅ. ᐃᓕᓴᐃᓇᔭᖅᑐᑦᓴᖅᑐᑦᓯᒪᓕᖅᓯᒪᓕᖅ

ᐃᓕᓴᐅᐊᕐᑎᓂᒃ ᐁᖏᑲᒃᓯᐃᔭᖏᑦᑕᖏᑲᑦ ᓄᓇᓕᖅᓂ ᐃᓄᐃᑦ
ᐱᔨᑎᐊᖏᖅᑲᒥᖅᓂᐅᒃ ᒪᓕᒃᓗᓂ ᐁᖏᑲᒃᓯᐃᔨᑎᐊᖏᖅᓴᒥᑦ.
ᐃᓕᓴᐅᐊᕐᑎᓐᓄᑦ ᐁᖏᑲᒃᑲᑕᐅᓯᒪᓕᓯᐊᖏᖅᓯᑕ ᓯᔨᓕᖏᖅᓯᑦᑐᔨᑎᐊᓕᑦᓴᑦ,
ᕿᓇᐅᔨᐃᑦ ᐊᐃᒃᑕᑕᐅᓂᖅᓴᖅ, ᐱᓕᑎᐊᑎᔨᐅᓕᑦ ᖃᒪᒋᔨᐅᓂᖅᓴᖅ,
ᐱᓕᑎᐊᑎᔨᐅᓕᑦ ᐊᓯᒪᓗ ᐱᓕᑎᓯᒋᔨᐅᓕᑦ ᖃᐅᐅᓴᖏᖅᑕᐅᓂᖅᓴᖅ
ᐊᓯᒪᓗ ᖃᐅᐅᒪᓕᓯᐊᖏᖅᑐᓂᒃ ᐱᓕᑎᓐᓄᒋᓂᖏᖅ
ᐁᖏᑲᒃᑲᑕᐅᓕᑦᓴᓯᐊᓕᕐᓂᔨᔭᖏᖅᓴᑦ. ᓄᓇᓖᑦ
ᐃᓕᓴᐅᐊᖏᖅᑐᓕᑎᓂᓴᒍ ᐱᔨᑎᐊᖏᖅᑲᒥᖅᓂᓗ
ᓯᔨᓴᖏᖅᓯᑦᑐᔨᑎᐊᓕᑦᓴᓗ ᒪᓕᒪᓕᑎᓂᓴᒥ ᐱᓕᕐᓴᓕᐊᓯᓂ ᐊᓕᒪᓗ
ᐃᓅᓯᒥ ᑲᑎᓴᒥᖅ, ᐃᓕᓴᐅᐊᖏᖅᑎᓕᐅᔪᖅᓇᖏᖅᓴᑦ.

ᐃᓯᒪᔭᒍᑦ, ᐊᑐᖏᖅᑕᖏᖅᑕᔭᑦ ᒪᓕᒃᓗᒍ, ᓄᓇᓕᓯᐊᓕᑦ ᒪᓕᒃᑯᑦᑐᒥ
ᑕᒪᒃᑯᓂᒃᓴ ᐱᓕᑎᐊᖏᖅᑎᐊᖏᖅᓴᒥᑦ ᐃᑲᓴᓂᐊᕐᓂᓕᑦ ᐃᓅᓂᑦ.

• ᐃᓕᓴᐅᐊᖏᖅᑎᕐᓯᐅᓴᖏᖅ ᓄᓇᓕᒃᓂᒃ
ᐃᓕᓴᐅᐊᖏᖅᑎᕐᓯᓴᐅᓗᐊᖏᖅᖃᖏᖅᓴᖅ ᔪᓐᓇᑦ 10-ᔪᑦ ᑎᑭᓕᒍ
ᐅᓴᓴᐃᓅᓂᑦ ᔪᓐᓇᑦ 10 ᐊᐳᖅᓱᓂᒃ.

• ᐃᓕᓴᐅᐊᖏᖅᑎᕐᓯᐅᓴᖏᖅ ᓄᓇᕐᓯᐊᕐᑎᑦ ᐱᓕᑎᐊᒃᓴᖏᖅᓂᔨᔪᑦ
ᐃᓕᓴᐅᐊᖏᖅᑎᕐᓯᐅᓗᐊᖏᖅᖃᖏᖅᓴᖅ ᓄᓇᕐᓯᐊᕐᑎᐅᑕᐅᓴᒃᓂᒃ.

• ᐃᓕᓴᐅᐊᖏᖅᑎᕐᓯᐅᓴᖏᖅᓴᖅ ᐃᓕᓴᐅᐊᖏᖅᑎᕐᓯᓴᐅᓗᐊᖏᖅᖃᖏᖅᓴᖅ
ᓄᓇᓕᒃᓂᑐᐅᓂᒃ ᐊᐅᓚᕐᓯᓂᔨᔪᑦ ᐱᓕᑎᐊᖏᖅᑐᓕᑎᓂᓴᒍᓂᒃ
ᓄᓇᓕᒃᓂᒃ.

• ᐃᓕᓴᐅᐊᖏᖅᑎᕐᓯᐅᓴᖏᖅᓴᖅ ᐃᓕᓴᐅᐊᖏᖅᑎᐊᓕᑦᓴᓂ ᐅᓴᓴᐃᓅᓂᑦ
ᐃᑲᓴᓂᐊᓂ ᐃᓕᓴᐅᐊᖏᖅᑎᐊᓕᑦᓴᓂᒃᑐᓂᒃ ᓄᓇᓖᑦ
ᐱᓕᑎᐊᖏᖅᑐᓕᑎᓂᓴᒍ ᓂᕈᐊᖏᖅᑕᐅᓯᒪᓕᓯᐊᓕᑦ ᓄᓇᓕᒃᓂᒃ ᑕᒪᒃᑯᓂᒃᓴ
ᐱᓗᐅᓗᓂᐊᖏᖅᑐᓂᒃ ᐃᓕᓴᐅᐊᖏᖅᑕᐅᓗᓂᐊᖏᖅᑐᓂᒃ
ᐃᓕᓴᓕᐅᕈᑎᖏᖅᑎᐊᖏᖅᑐᓂᒃ.

tiveness of programs and of staff, and identifying the need for specially trained staff. The educational needs of a community are the sum of its individual needs, and when they are added to a community's social, economic, and political priorities, the information necessary for a comprehensive education program is available.

We believe that, in terms of general policy, the Government of the Northwest Territories should make these commitments to its people.

- The educational system shall provide the residents of every community with the means to achieve basic Grade 10 or the equivalent of Grade 10.
- The educational system shall provide residents with opportunities for training to secure employment in the Northwest Territories.
- The educational system shall provide residents with opportunities for training to assume administrative and other responsibilities in community affairs.
- The educational system shall provide the means for and assist in the development of programs to meet the educational goals of every community. Elected representatives responsible for education within the communities shall determine these goals.

RECOMMENDATIONS

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34 BEST COPY AVAILABLE 35

ᐊᑐᓕᖅᑯᐅᓪᓗᑦ ᖃᐅᔨᓴᖅᑕᐅᓂᖏᑦ

ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᓪᒧᑦ ᑲᑎᒪᔨᕆᑦᓱᒍᐃᓐᓇᖅᑐᓪᒃ ᑐᖅᑲᖏᑦᑕᓪᓚᐅᖅᓯᒪᑦ ᐅᖅᑲᓱᐅᔪᓂᑲᓪᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᐅᑦ ᒥᓐᓄᓐᓂᑦ ᓄᓇᕗᑦᐊᕆᐅᑕᓕᒫᓂᑦ. ᐅᐱᒍᓕᒪᓂᓚᐅᖅᓴᒍᓪᒧᑦ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔪᒪᓂᕐᓱᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᐅᒥᒃ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᓪᒧᑦ ᐃᓕᓐᓂᐊᓚᐊᖅᑲᖅᑕᕐᕕᐊᓐᓂᒃ. ᑕᑯᓂᖅᓴᖅᓄᑦ ᐊᑐᓂᑯᓕᕐᓂᑦ, ᐊᑦᑕᐹᒥᐊᕐᑎᑐᐃᓐᓇᐅᑉᓴᖅᑐᒍᓪᓚᐊᑦ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᐅᑦ ᐊᑦᑕᐹᒃᑐᓪᓚᕐᓱᓐᓂᒃ ᑭᓪᓗᒍ, ᖃᐅᔨᒪᔪᒪᓂᖅᓴᖅᑐᒍ, ᓄᑖᒥᒃ ᐃᓕᓐᓂᐊᖅᓯᐅᓪᓚᑦ ᑐᓴᐃᓚᓕᕐᓱᓐᓂᑦ ᐃᓕᓐᓂᐊᕕᒃᓴᓐᓂᐊᖅᑐᓂᒃ ᐊᓪᓚᖅ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᐅᓪᓚᕐᓗᒃ ᐊᓪᓚᖅ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᐅᑦ ᐊᑦᑕᐹᒃᑐᓪᓚᕐᓱᓐᓂᒃ. ᑕᑯᓂᖅᓴᖅᓄᑦ ᐊᑦᑕᐹᒃᑐᓪᓚᕐᓱᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓴᐅ

ᐊᑐᓕᖏᓚᐅᔪᑦ
ᐊᐅᓪᓚᕆᔨᒋᔭᐅᔪᖅᑎᑐᓴᓪᓚᑦ

01. ᒥᓂᑦᑦᓱᒪᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃ ᑎᓕᔪᖏᓐᓇᑦᓯᓂᐊᕐᓂᖅᓴᖅ ᐊᐅᓚᔪᐅᓂᐊᕐᓇᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᕐᓂᑦᒧᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᒋᓕᖏᓐᓇᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᕐᓂᐊ ᑎᑭᓴᓕᒍ (K-10) ᐅᓱᒻᒋᓐᓂᑦ ᐊᐃᓕᖅᑐᓂᔪᓐᓇᐅᔭᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓯᒪᓕᖏᓐᓇᖅᑐᑦ ᑲᒪᒋᓴᖏᓐᓇᑦᓴᓂᒋᓕᖅ.

02. ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᐅᔭᑦ ᐊᐅᓚᔪᐅᓂᖅᓴᖏᓐᓇᑎᒃᐅᓂᐊᕐᓇᖅᑐᓂᒃ ᐃᑲᔪᖅᑐᒃᐅᓂᐊᕐᓇᖅᑐᒥᓂᖅ ᐊᓪᒪᓗ ᐊᑐᓴᖅᑎᒋᔪᓕᒪᓂᓂ ᐃᓕᓴᕐᓂᐊᑭᑎᐊᓕᔪᐅᔭᑦᓂᒃ.

03. ᓄᓇᐅᔭᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐃᓕᓴᕐᓂᓪᓚᑦ ᑲᑎᒪᓂᐅᔭᓂ ᐊᐃᓕᖅᑐᓂᔪᓐᓇᐅᔭᓂ ᐃᓕᐅᓂᐊᕐᓇᖅᑐᓂᒃ.

04. ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᓂᓪᓚᑦ ᐱᓕᕆᓂᐅᔭᓕᒫᑦ ᐱᓕᕆᓂᕐᒥᔾᔪᓂᐊᕐᓇᖅᑐᓂᒃ ᐊᐃᓕᖅᑐᓂᔪᓐᓇᐅᔭᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᓂᓪᓚᑦ ᑲᑎᒪᓂᐅᔭᖏᓐᓇᖅᑐᑦ.

05. ᐊᐃᓕᖅᑐᓂᔪᓐᓇᐅᔭᓂ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᑲᑎᒪᓂᐅᔭᓕᒫᑦ ᐊᑦᑕᓇᖅᑐᐅᔪᓐᓇᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᓯᒪᓕᖏᓐᓇᖅᑐᒥ ᒥᓂᑦᑦᓱᒪᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓗᒍᓱᓐᓂᒃ ᐅᑭᐅᓕᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ.

06. ᐊᐃᓕᖅᑐᓂᔪᓐᓇᐅᔭᓂ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᓯᒪᓕᖏᓐᓇᖅᑐᒥ ᐊᑦᑕᓇᖅᑐᐅᔪᓐᓇᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᓯᒪᓕᖏᓐᓇᖅᑐᒥ ᒥᓂᑦᑦᓱᒪᓕᒫᑦ ᑭᒃᑯᓕᕆᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓗᒍᓱᓐᓂᒃ 5-ᒥᒃ,4-ᓗᑦ.

07. ᐊᐅᓚᔪᐅᓂᓴᑦ ᑲᑎᒪᓂᐅᕆᔨᖏᓐᓇᑦ ᓄᓇᕐᓂᐊᕐᓗᒃ ᓴᓇᕐᑯᓂᐊᕐᓇᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᓯᒪᓕᖏᓐᓇᖅᑐᒥ.

08. ᒥᓂᑦᑦᓱᒪᓕᒫᑦ ᐅᖃᖅᐳᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᓴᓇᕐᑯᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓗᒍᓱᓐᓂᒃ.

09. ᓄᓇᕐᓂᐊᕐᓗᒃ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃ ᐊᐅᓚᑦᑎᓂᐅᔭᖏᓐᓇᖅᑐᒥ ᓴᓇᕐᑯᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓗᒍᓱᓐᓂᒃ ᐊᐃᓕᖅᑐᓂᔪᓐᓇᐅᔭᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ.

10. ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᓂᓪᓚᑦ ᒪᓕᒪᓐᓇᖅᑐᒥ ᐊᓂᔪᓐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᐊᑐᓴᕐᓄᑦᑎᓂᐊᕐᓇᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᑲᑎᒪᓂᐅᔭᓕᖅᑐᓂᒃᓴᖅᑐᒥ ᒪᓕᒃᑐᓴᓪᓗᒍᓱᓐᓂᒃ.

11. ᒥᓂᑦᑦᓱᒪᓕᒫᓐᓇᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᑭᒃᑯᓕᕆᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᒪᓴᕐᓄᓪᓗᒥ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑎᑦᓱᓐᓂᒃᓴᓪᓗᒥ ᑐᑭᓯᒪᔭᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᑎᒃᓴᓪᓚᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᒃᓴᓪᓗᒍᓱᓐᓂᒃ.

Recommendations

ADMINISTRATIVE STRUCTURE

1. The Minister of Education shall delegate the administration of education from Kindergarten to Grade 10 (K-10) to ten divisional boards of education.
2. Each education division shall be guaranteed staff to administer, coordinate, and implement all of its basic programs.
3. Every community shall be represented on a divisional board of education.
4. All educational staff working in the communities shall be employees of the divisional boards of education.
5. Divisional boards of education shall with the approval of the Minister of Education establish the length of the school year from between 170 - 200 days.
6. Divisional boards of education shall with the approval of the Minister of Education lower the entrance age to Kindergarten to four years.
7. The Executive Committee of the Northwest Territories shall establish a Secretariat for Learning.
8. A Minister's Advisory Council shall be established.
9. The direct administration of schools in the Northwest Territories shall be transferred from the Department of Education to the divisional boards of education.
10. The Education Ordinance shall be amended to enable the implementation of the recommendations of the Special Committee on Education.
11. The Minister of Education shall establish two Centres for Learning and Teaching.
12. The Minister of Education shall introduce legislation to establish an Arctic College.
13. Divisional boards of education, Centres for Learning and Teaching, and the Arctic College shall have the power to establish their own priorities, programs, and schedules of implementation.

Recommendations

12. ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍ ᒥᓂᑕᐅᔨᕐᑐᖅ ᓴᖅᑭᑎᕐᓯᒪᔨᖏᓐᓂᖅ ᒪᓕᒐᓚᓂᓪᓗᒍ ᐊᑦᑕᕐᓯᓄᑦᓯᐅᑦᓱᒃᑐᖅ ᐅᑭᐅᖅᑕᕐᑐᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᓵᒪᔨᐊᕐᑐᖅᓰᕐᓴᖅᓯᒪᓂᖅ.

13. ᐊᐱᐅᑐᖅᓯᒪᔨᓂ ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍ ᑲᑐᔪᖅᑲᑎᑦᓱᒍᓐᓇᖅ, ᐃᓕᓐᓂᐊᕐᓵᐅᔨᖅ ᐃᓕᓐᓂᐊᕐᑐᕐᓴᕐᓂᐊᓂᓪᓗᒍᓐᓄ ᐃᓕᓐᓂᐊᕐᑐᑎᓂᕐᓂᓪᓗᒍᓐᓄ, ᐊᒃᓕᓐᓄ ᓰᓐᓇ ᐅᑭᐅᖅᑕᕐᑐᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᑐᖅᓵᒪᔨᐊᕐᑐᖅᓂᖅ, ᓇᖅᑎᓂᖅ ᐱᓕᓇᐊᖑᓱᑲᓂᐊᕐᑐᖅᓯᒪᓂᖅ, ᓄᖅᑎᓂᖅ ᐊᑐᓕᕐᓂᐅᔪᓂᖅ ᓇᖅᑎᓂᖅ ᐃᓕᓐᓂᖅ ᐅᓪᓗᑕᐅᑭᐅᖅᑕᕐᑐᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᑐᖅᓵᒪᔨᐊᕐᑐᖅᓂᖅ, ᐊᒃᓕᓐᓄ ᐊᑐᓕᕐᓂᐅᔪᓂᖅ ᓇᖅᑎᓂᖅ ᐃᓕᓐᓂᖅ ᐅᓪᓗᑕᐅᑭᐅᖅᑕᕐᑐᖅᑐᒥ ᐊᓯᔪᓐᓇᖅᑐᑦᓯᓂᖅ ᐊᓯᓕᕐᓂᖅᑐᑦᓯᓂᖅ.

ᐃᓕᓐᓂᐊᕐᓂᓪᓗᒍ ᐱᓕᓇᐊᖑᓱᑲᓂᐊᕐᑐᖅ

14. ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍ ᒥᓂᑕᐅᔨᕐᑐᖅ ᐊᐅᓚᕐᓂᓂᐊᕐᑐᖅᓂᖅ ᐱᓕᓇᐊᖅᓴᖑᓱᐅᔨᕐᓂᓂᐅᑦ ᐊᑐᕐᑐᑕᐅᔨᕐᑐᖑᓱᐅᔨᕐᓂᓂᐅᑦ ᐃᓕᓐᓂᐊᕐᑎᓂᕐᓂᐅᔨᕐᓂᓂᐅᑦ ᒪᓕᒐᓚᓂᓚᔪ ᑎᑎᕐᑐᖅᓯᒪᔨᓂᓂᐅᑦ ᓰᒃᑯᓂᓴᓐᓂᒃ ᐊᑐᕐᑐᑕᐅᓴᕐᑐᖅᑐᒥ ᓄᓇᓕᓴᓂ ᐊᐱᐅᑐᖅᓯᒪᔨᓂ ᑲᑐᔪᖅᑲᑎᑦᓱᒍᓐᓇᖅᓯᒪᓂᖅ ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍ.

15. ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍᓐᓄᑦ ᖃᐅᔨᓴᓕᖅᓯᒪᓕᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᒥᓂᖅᑐᑦᓯᓂᖅ ᐃᓕᓐᓂᐊᕐᑐᑎᓂᕐᓂᓪᓗᒍᓐᓇᖅᑐᑦᓯᓂᖅ, ᖃᐅᔨᓴᓇᓂᓂᕐᓂᖅᑐᒥ ᐊᑐᖅᓯᒪᔨᓂᑦᓴᖅ ᐱᓇᐅᔨᐃᑦ ᐅᑭᐅᖅᑕᕐᑐᖅᑐᒥ ᑕᐅᑐᓂᖅᑐᑦᓯᓂᖅ.

ᐅᖃᐅᔨᓂᖅ

16. ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍ ᑲᑎᒪᔨᖃᑦᑕᓚᐅᔨᕐᓂᖅ ᓄᓇᓕᓴᓂ ᐅᖃᖅᑐᑎᓂᐅᔨᕐᓂᖅ ᓇᓕᐊᓴᓂᒃ ᐅᖃᖅᐅᓂᕐᒥᒃ ᐊᑐᖃᖅᔨᒪᓴᑦᑕᒡᒐᑦ.

17. ᓄᓇᓕᓴᓂ ᐊᐱᐅᑐᖅᓯᒪᔨᓂ ᑲᑐᔪᖅᑲᑎᑦᓱᒍᓐᓇᖅᓯᒪᓂᖅ ᑲᑎᒪᓂᕐᓂᖅᑲᑦᑕᓂᐊᕐᑐᖅᑐᒥ ᑐᑭᓯᓂᕐᓂᓇᓕᓚᓂᒃ ᐅᖃᖅᐅᓂᕐᓂᒃ ᐃᓕᓐᓂᐊᕐᑐᖅᓂᕐᓂᓪᓗᒥᒃ, ᓄᓇᓕᓴᓂᓄᑦ ᑐᑭᓯᓂᕐᓂᖅᑎᑦᓯᓂᖅᑐᒥ ᐊᑦᑕᖅᑲᑦᑕᓂᐊᕐᑐᖅᑐᒥ ᐃᓕᓐᓂᐊᕐᑐᖅᓂᕐᓂᓪᓗᒍᓐᓄᑦ.

18. ᓄᓇᓖᑦ ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍᓐᓇᖅᑐᑦᓯᓂᖅ ᐃᓄᐃᑎᓂᖅ ᐅᖃᖅᐅᓂᕐᒥᒃ ᐅᖃᖅᐅᓂᕐᑐᑎᓂᖅ ᐃᓕᓐᓂᐊᕐᑐᖅᓯᒪᔨᖏᓐᓂᖅ ᐊᑐᖅᑲᑦᑕᓂᐊᕐᑐᖅᑐᒥ ᐱᓂᐊᕐᑐᖅᓂᒃ.

19. ᐃᓕᓐᓂᐊᕐᑐᑎᓂᓪᓗᒍᓐᓇᖅᑐᑦᓯᓂᖅ ᑲᑎᒪᔨᖏᓐᓂᖅ ᐅᖃᖅᐅᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕐᑐᖅᓯᒪᔨᓂ ᐅᓂᐅᑦᓴᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᑐᖅᑐᒥ ᐅᖃᖅᐅᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᕐᑐᖅᓵᒪᔨᐊᕐᑐᖅᓯᒪᓕᒃ.

THE SCHOOL PROGRAM

14. The Minister of Education shall delegate responsibility for program and curriculum to the divisional boards of education.

15. The Department of Education shall regard research into curriculum development as a funding priority.

LANGUAGE

16. Each local education authority shall determine the language to be used in its classrooms.

17. The divisional boards shall run workshops to explain and demonstrate language programs to the communities and to teaching staff.

18. Local education authorities shall consider making the local Native language one of the school's working languages.

19. Funds shall be made available to the divisional boards to develop Native-language programs in all subjects.

20. Two pilot projects shall develop teaching materials and techniques for at least one Dene and one Inuit dialect.

21. Funds shall be made available to the divisional boards to enable schools to develop English-as-a-second-language (ESL) programs.

22. Funds shall be made available to the divisional boards to finance a program to assess the proficiency of Native children in English.

23. Funds shall be made available to the divisional boards to select and develop materials for teaching English to Native students.

24. The number of professional development days should be increased and each divisional board shall establish an in-service ESL training program.

20. ᒪᑦᑭᕐᓂᖅ ᖃᐅᔨᓴᖅᑕᐅᔪᓂᖅ ᐃᓕᓴᕐᓂᐊᑭᑎᒍᓐᓇᓄᑦ ᐊᑦᓯᐊᓂᕐᓴᖅᓂᐊᖅᓯᖅ ᐃᓄᐃᑎᑐᑦ ᐊᓚᒪᓗ ᐃᑦᑭᓕᑎᑐᑦ, ᐅᑦᖃᐅᔨᑐᑦᖃᐃᑦᑐᓂᖅ ᐱᓕᕆᑦᒪᑕ.

21. ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᕐᓂᖅᓄᓇᓕᒫᑦ ᑲᑎᕋᐅᓕᖅᑎᑦᓯᑦ ᐱᓇᐅᔪᓂᖅ ᑐᓂᔭᐅᓕᑦ ᖃᓄᐃᓕᓐᓂᑦ ᐅᑦᖃᐅᔨᖃᑦᖃᑐᑦᑐᑦᖃᐅᔪᓐᓇᑦᓯᓂᖅ ᖃᓄᐃᓕᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑕᐅᑭᓯᐊᓂᖅᓯᐊᓂᒪᒃᑯᑦ.

22. ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᕐᓂᖅᓄᓇᓕᒫᑦ ᑲᑎᕋᐅᓕᖅᑎᑦᓯᑦ ᐱᓇᐅᔪᓂᖅ ᑐᓂᔭᐅᓕᑦ ᓄᓇᖃᖅᑐᑦᑐᑦᖃᐅᔭᓂ ᓄᑕᖅᑭᑦ ᖃᓄᐃᓕᓐᓂᑦ ᐅᑦᖃᐅᔨᓱᓐᓂᖅ ᖃᓄᐃᓕᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᓚᐊᖅᓴᓂᖅᓂᖅ ᖃᓄᐃᓕᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑕᐅᑭᓯᐊᓂᒪᒃᑯᑦ.

23. ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᕐᓂᖅᓄᓇᓕᒫᑦ ᑲᑎᕋᐅᓕᖅᑎᑦᓯᑦ ᐱᓇᐅᔪᓂᖅ ᑐᓂᔭᐅᓕᑦ ᖃᓄᐃᓕᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᓕᓯᓚᐅᓂᖅ ᐊᑦᓯᐊᓂᕐᓴᖅᓂᐊᖅᑕᐅᑭᓯᐊᓂᒪᒃᑯᑦ, ᐃᓱᒪᒋᔭᒍ ᖃᓄᐃᓕᓐᓂᑦ ᐅᑦᖃᐅᔨᓱᓐᓂᑦ ᐅᑦᖃᐅᔨᑐᑦᖃᐃᑦᑐᓂᑦ.

24. ᐃᓕᓴᕐᓂᐊᖅᑎᑎᓯᓚᖅᓄᓇᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᓕᕐᓂᑦᓯᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑎᓯᐱᓪᓚᑦᓴᖅᓱᓂᖅ ᐅᓪᓗᓂᑦ ᑕᐃᒪᐃᓕᓴᕐᓂᐊᖅᓴᓂᖅᓂᖅ ᐊᒥᓱᓂᖅᒍᑎᓂᐊᖅᑕᐅᔪᓐᓇᑦ, ᐊᓚᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᓂᖅᓄᓇᓕᒫᑦ ᑲᑎᕋᐅᓕᖅᑎᑦᓯᑦ ᐅᑦᖃᐅᔨᓱᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑕᐅᔪᓐᓇᓱᓐᓂᖅ ᐱᓪᓗᒍ ᐃᓕᓴᕐᓂᐊᓘᓐᓃᑦ ᐃᓕᓴᕐᓂᐊᖅᑕᐅᔪᓐᓇᑦᓯᓂᖅᓂᖅ.

ᐃᓕᓴᕐᓂᐊᓘᓐᓃᑦ

25. ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᕐᓂᖅᓄᓇᓕᒫᑦ ᑲᑎᕋᐅᓕᖅᑎᑦᓯᑦ ᐃᓕᓴᕐᓂᐊᓘᓐᓃᑦᓯᓂᖅ ᓂᕆᐊᖅᓯᐅᑎᑕᐅᔪᓂᖅ ᐃᖅᑲᓇᐃᔾᔪᑎᖃᖅᑐᓕᕐᓂᑦ ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᓂᖅᓄᓇᓕᒫᑦ ᑐᓂᔭᐅᓕᑦ ᐃᓕᓴᕐᓂᐊᖅᑕᐅᔪᓐᓇᑦᓯᓂᖅᓂᖅ ᐃᑲᔪᖅᑕᐅᓂᖅᓱᓂᖅ.

26. ᐃᓕᓴᕐᓂᐊᓘᓐᓃᑦ ᐱᓕᕆᐊᒥᓱᓂᖅ ᓄᓇᕗᓯᐊᓯᒥ ᐃᓕᓴᕐᓂᐊᖅᑎᑎᑕᐅᓴᖅᑕᐅᓴᖅᑕᐅᓂᖅ, ᑕᒪᓐᓂ ᐃᓕᓴᕐᓂᐊᓂᐊᖅᑕᐅᒪᓂᖅ ᑕᕐᓯᒥᓱᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᓂᖅᓄᓇᓕᒫᑦᓴᖅᑭᑦᓴᖅᑕᐅᓂᖅᓱᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᐊᓂᖅᓄᓇᓕᒫ

Recommendations

28. ᓄᓇᒋᑦ ᐃᓄᖅᑎᑦ ᐃᓕᓴᕐᓂᕐᕆᐅᖅ ᐊᑐᓕᖅᑎᓂᓱᓗᒍᓪᓚᕆᒃ ᐃᓕᓴᕐᓂᕐᕆᐅᖅᑎᓂᓱᓗᒍᓪᓚᕆᒃᓴᑦ ᐃᓄᖅᑎᑦ ᐅᖃᖅᓯᐅᓕᓱᐊᖅᑐᓂᖅ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᕐᕆᐅᖅᑎᓂᓱᓗᒍᖅ ᐃᓕᓴᕐᓂᐊᓕᓵᖅᑐᓂᖅ ᐃᓱᒋᑦ 1-ᒥᑐᓂᖅ ᐊᒻᒪᓗ ᐃᓱᒋᑦ 2-ᓂᑐᓂᖅ.

29.ᐃᓕᓵᕆᐃᓐᓇᑦ ᐃᑲᔪᖅᑎᒃᓯᒪᑦ ᐃᓕᓴᕐᓂᕐᕆᐅᖅᑎᓂᓱᓗᒍᓪᓚᕆᒃᓴᑦ ᐱᓇᓱᐊᖅᑯᓱᓕᕆᔨᓗᒍᑎᒃ.

ᐊᓱᐊᔪᑦ ᐃᑲᔪᖅᑕᐅᓗᓂᐊᖅᑲᓂᕐᓂᐊᖅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑐᒃᓴᑦ

30. ᐃᓕᓴᕐᓂᐊᖅᑐᓂᖅ ᐊᓱᐊᔪᑦ ᐃᑲᔪᖅᑕᐅᓗᓂᐊᓕᒫᑦ ᑎᑎᖅᑯᓱᒪᔪᓂᑦ ᔪᖅᓇᐅᑕᐅᓱᒪᔪᓂᑦ ᐱᖅᑲᓂᐊᖅᑲᖅᑐᓂᖅ ᐊᒻᒪᓗ ᓇᒻᒥᓵᖅᓯᒪᒍᑎᒃ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᖅᓴᓕᕐᓂᐅᓂᖅ ᐋᖅᑯᐸᑯᓱᒪᔪᖅᑲᖅᓯᓂᖅ.

31. ᐃᓕᓴᕐᓂᐊᖅᑐᓂᖅ ᐊᓱᐊᔪᑦ ᐃᑲᔪᖅᑕᐅᓗᓂᐊᓕᒫᑦ ᓄᓇᒥᒃᓂ ᐃᑲᔪᑎᒃᓴᕐᓂᐅᓂᖅ ᐃᓕᓴᕐᓂᐊᓕᐊᒃᓂ ᐱᑕᖅᑲᓂᑎᑕᐅᓗᓂᐊᓕᒫᑦ.

32. ᓄᓇᒥᒃᓂ ᐃᓕᓴᕐᓂᐊᓕᕐᓂᑦ ᒪᓕᓚᑎᔪᑦ ᐊᓱᓴᕐᑎᑎᑕᐅᓗᓂᐊᖅᑲᖅᑐᓂᖅ ᑕᒪᓐᓇᐊ ᐃᓕᓴᕐᓂᐊᖅᑐᓂᖅ ᐊᓱᐊᔪᑦ ᐃᑲᔪᖅᑕᐅᓗᓂᐊᓕᒫᑦ ᐊᑐᓕᖅᑎᓂᑎᑕᐅᓗᓂᐊᖅᑐᓂᖅ ᐊᑐᓕᖅᑎᓂᑎᑕᐅᓗᓂᐊᖅᑐᓂᖅᓴᓕᕐᓂᐅᑦ ᐊᒻᒪᓗ ᐊᖅᑯᓱᒪᔪᖅᑲᖅᑐᓂᑎᑕᐅᓗᓂᐊᖅᑐᓂᖅᓴᓕᕐᓂᐅᑦ ᓄᓇᒥᒃᓂ.

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33. ᐃᓕᓴᕐᓂᐊᕐᓂᕐᒧᑦ ᒪᓕᒪᓐᓄᑦ ᐋᖅᑯᑭᕆᐊᖅᑐᑕᐅᓂᐊᖅᑐᖅᓄᑦ, ᐃᓕᓴᕐᓂᐊᕆᐊᖅᑲᑕᖅᑐᓕᒫᑦ ᐊᔪᓴᖅᑭᓴᕐᓂᖅᑲᓂᐊᕐᒪᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑕᐅᓇᔨᐊᕐᓂᕐᑎᓂᓴ ᐊᑐᕈᓴᖅᑲᖅᑐᒥᓴ.

34. ᐱᔪᓕᓕᐊᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᕐᔨᓂᒧᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑐᓂᓴ ᐊᔨᐊᒍᑦ ᐃᑲᔪᑦᑕᐅᐅᓕᐊᕐᑲᖅᑐᓄᑦ ᐊᔪᓴᖅᑭᓴᕐᓂᖅᓴᕐᓂᑦ ᓄᓇᓵᓂ ᐊᔪᓴᖅᑭᓴᕐᓂᖅᓴᕐᓂᕐᑎᒍᖅᑎᑕᐅᓇᐊᕐᑲᖅᑐᓕᖅᓴᑦ.

35. ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐊᔨᐊᒍᑦ ᐃᑲᔪᑦᑕᐅᐅᓕᐊᕐᑲᖅᑐᓕᖅᓴᑦ ᐃᓕᓴᕐᓂᐊᑐᐃᓴᕐᓇᖅᑐᓄᑦ ᑲᑎᑎᑕᐅᐅᓕᐊᕐᑲᖅᑐᖅᓄᑦ, ᐊᔨᐊᒍᒋᖅᑎᑕᐅᓴᕐᓂᖅᓴᓕᑎᓂᖅ.

ᐃᓴᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᓴᕐᓂᖅᓴᓂ

36. ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᑭᓇᐅᔭᖅᑐᓂᕐᓚᕐᑕᓴᕐᓂᑦ ᐋᖅᑯᑭᕆᐅᓕᕐᔨᓂᐊᖅᑐᖅᓄᑦ ᐊᑐᓕᖅᑭᔨᓕᐊᖅᑐᖅᓄᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᓕᕐᓂᖅᓴᓕᓴᕐᓂᑦ ᐋᖅᑯᑭᕆᐅᓕᕐᔨᓂᐊᖅᑐᖅᓄᑦ ᐋᖅᑯᑭᕆᐅᓕᕐᔨᓂᓕᒫᓂᖅ.

37. ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᑕᓕᕐᓂᑦ ᐊᑐᐊᓕᖅᓂᖅ ᒪᓕᖅᑲᑕᖅᓂᐊᖅᑐᖅᓄᑦ ᐋᖅᑯᑭᕆᐅᓕᕐᔨᓂᐊᖅᑐᓂᖅ.

38. ᐃᖅᑭᓕᕐᓂᑎᒍᖅᑭᓕᕐᔨᓂᖅ ᑲᑎᒪᔨᓂᖅ ᐊᐅᓕᕐᔪᐊᕐᓴᖅᑲᓂᐊᖅᑐᖅᓄᑦ ᐋᖅᑯᑭᕆᐅᓕᕐᔨᓂᐊᖅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᕈᑎᑲᓂᕐᓂᖅᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᑕᓕᕐᓂᖅᓴᓂ.

39. ᒪᖅᑐᖅᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑲᑦ ᐃᔨᒪᑕᐅᓕᕐᓂᖅᓂᖅ ᑎᓕᔨᓴᖅᑲᖅᑐᓂᐊᖅᑐᖅᓄᑦ ᐅᖅᑲᔪᖅᑎᐅᑕᖅᓂᖅ ᐅᐊᓕᓂᖅᑎᐅ ᐱᔪᓕᓕᐊᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᑕᓕᕐᓂᖅᓴᓕᐅᔪᓂᐊᖅᑐᖅᓄᑦ ᐅᑭᐅᖅᑕᖅᑐᑦ.

40. ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᑕᓕᕐᔪᓂᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᑲᓂᕐᓂᖅᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑐᖅᑲᓂᕐᓴᓂᐊᖅᑐᖅᓄᑦ ᐊᐅᓚᓕᕐᓂᖅᓴᕐᓂᑦᑐᓂᖅᓂᖅ ᑕᓄᔪᓇᓂ ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᑕᓕᕐᓂᖅᓴᓕᐅᔪᓂᐊᖅᑐᖅᓄᑦ.

41. ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᑕᓕᕐᔪᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑲᐃᐅᕐᔨᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᑲᓂᕐᓴᓂᐊᖅᑐᖅᓄᑦ ᐅᖅᑐᑐᓂᖅᓂᖅᓂᖅ ᐃᓕᓴᕐᓂᐊᕈᑎᑲᓂᕐᓂᖅᓂᖅ; ᐃᓕᓴᕐᓂᐊᖅᑐᑦᑎᓂᐊᕐᔨᓂᑎᑲᓂᕐᓂᖅᓂᖅ ᒪᓕᓇ ᐱᓕᓕᐊᕐᓕᐅᕐᓂᖅᓂᖅ ᐱᔪᓕᓕᐊᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓂᖅᓂᖅᓄᓇᓂᖅ; ᐃᓕᓴᕐᓂᐊᕈᑎᑲᓂᕐᓂᖅᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓂᖅᓂᖅᓄᓇᓂᖅ ᒪᓕᖅᑲᓂᕐᓂᖅ ᐱᔪᓕᓕᐊᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓂᖅᓂᖅᓄᓇᓂᖅ; ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓄᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓂᖅᓂᖅᓄᓇᓂᖅ ᒪᓕᖅᑲᓂᕐᓂᖅ ᐱᔪᓕᓕᐊᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓂᖅᓂᖅᓄᓇᓂᖅ ᒪᓕᖅᑲᓂᕐᓂᖅ ᐱᔪᓕᓕᐊᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓂᖅᓂᖅᓄᓇᓂᖅ ᒪᓕᖅᑲᓂᕐᓂᖅ ᐱᔪᓕᓕᐊᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓂᖅᓂᖅᓄᓇᓂᖅ.

SPECIAL SERVICES

30. Written plans or individual programs shall be developed for all students who have special needs.

31. Services for children with special needs should be provided in their own communities.

32. Local schools shall be legally authorized to deliver and coordinate all services for students with special needs.

33. The Education Ordinance shall be amended to guarantee the right of all children to an effective learning program.

34. Programs for the professional development of persons who serve students with special needs shall be based on local requirements.

35. Students with special needs shall be integrated into regular classrooms, not segregated.

36. Funding for students with special needs shall be allocated according to their individual program plans.

ADULT EDUCATION

37. A program of post-school education shall have a statutory basis.

38. An independent board of governors shall be responsible for post-school programs, collectively called the Arctic College.

39. Two principals shall be appointed to oversee the development of several eastern and western campuses of the Arctic College.

40. Post-school programs shall be offered on many campuses, with each one specializing in a major program.

Recommendations

41. Post-school programs of the Arctic College shall consist of at least the following: Grades 11 and 12; all programs at present offered by the vocational and higher-education division of the Department of Education; the training division, at present in the Department of Economic Development; and programs created in cooperation with the Canada Employment and Immigration Commission; activities currently undertaken by the Science Advisory Board; and the licensing of scientists for research in the Northwest Territories.

42. The Minister of Education shall prepare a statement of policy on residences.

43. Each divisional board shall employ a supervisor of continuing and adult education.

44. Adult educators shall be employees of the divisional boards of education.

45. The Secretariat for Learning in cooperation with the Arctic College and the appropriate divisional board shall be responsible for establishing training priorities in the plans of resource developers and it shall monitor their work.

46. Funds shall be sought by the Government of the Northwest Territories to assist adult academic upgrading and pre-vocational training.

47. The Secretariat for Learning shall take over the functions of the Manpower Needs Committee and all similar intergovernmental review and planning activities.

IMPLEMENTATION

48. The Legislative Assembly shall revise the terms of reference of the Special Committee on Education to enable it to establish a Task Force on Implementation.

49. Significant funds shall be available to the Department of Education for the implementation of these recommendations and these funds shall be under the control of the Task Force on Implementation.

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COMMON CONCERNS

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ᐃᓱᒪᓕᒍᑎᑭᓴᐅᓪᓚᑦ

ᖃᓄᐊᖅ 1981 ᐊᒻᒪᓗ ᒪᑭᓱ 1982 ᐊᑐᓂᖅᓴᓂ, ᐃᓕᓴᓄᐊᖅᑐᑕᖅᓂᕐᒧᑦ ᑲᑎᒪᔨᖅᑕᐅᓪᓚᐃᖅᓴᐃᓕᓴᕐᑐᑦ ᑲᑎᒪᑎᖅᓯᖅᑲᕆᑕᐅᖅᑕᑦ 43-ᖃᑎᖅᓯᑎᒃ ᓄᓇᕗᓂ 34-ᓂ ᓄᓇᕗᑦᓯᒪᒥ. ᑐᖅᖅᑲᕆᑕᐅᖅᑕᒍᓪᓗ 1500-ᓂᑦ ᐃᓄᐃᓂᑦ ᐅᓂᖅᖃᖅᑎᖅᓯᒪᓂᑦ, ᐊᒻᒪᓗ ᐅᓂᖅᖃᖅᑲᕆᑕᖅᑕᐃᒪᓂ ᑐᑭᓯᐊᖅᑕᓯᓯᒪᔪᑦᑕᐅᖅᑕᑦ ᐃᓕᓴᕐᓗᓂᕐᒧᑦᑕᖅᑕᐃᒪᓕᖅᓂ ᐊᒻᒪᓗ ᖃᐅᔨᒪᔭᒪᓕᕆᓂᖅᓂ ᐃᓕᓴᓄᐊᖅᑐᑕᖅᓂᕐᒧᑦ ᓄᓇᕗᑦᓯᒪᒥ. ᐊᒥᓱᓂ ᐃᓕᓴᓄᐊᖅᑐᑕᖅᓂᕐᒧᑦ ᑐᖅᖅᓯᒪᔭᒃᑲᓪᓚᕆᐊᓕᒫᓂ ᐃᓕᓴᐃᓂᑦ ᐊᑐᓂᖅᖃᖅᑎᖅᓯᒪᓂᑦ ᐃᓕᓴᐃᓂᑦ ᐊᑐᓂᖅᖃᖅᑎᖅᓯᒪᓂᑦ ᓄᓇᕗᑦᓯᒪᔪᑦᑕᐅᖅᑕᑦ. ᐃᓕᓴᐃᓂᑦᓂᖅ ᐅᖃᖅᖃᐅᔨᒪᔭᒃᑲᓪᓚᕆᐊᓕᒫᓂ ᐃᓕᓴᓄᐊᖅᑐᑕᖅᓂᕐᒧᑦ ᐃᓕᓴᓄᐊᖅᑐᑕᖅᓂᕐᒧᑦᑕᖅᑕᐃᒪᓕᖅᓂ ᐃᓕᓴᓄᐊᖅᑐᑕᖅᓂᕐᒧᑦᑕᖅᑕᐃᒪᓕᖅᓂ ᓄᓇᕗᑦᓯᒪᔪᑦᑕᐅᖅᑕᑦ. ᐃᓕᓴᐃᓂᑦᓂᖅ ᐅᖃᖅᖃᐅᔨᒪᔭᒃᑲᓪᓚᕆᐊᓕᒫᓂ

ᐃᓯᒪᓗᔪᑎᑎᕆᐅᓯᓪᓕ

ᓇᓕᐊᑦᓂᐅ ᐅᖃᐅᓯᕐᓂᐅ ᐊᑐᖃᓗᓂ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᖃᖅ
ᐊᐃᕿᐅᑕᐅᑦᑎᓐᓇᓂᑦᔪᓚᖅ, ᐊᓪᓚᓗ ᓄᓇᓕᒪᓐᓂᑦ
ᖃᐅᐅᓪᓚᖅᓇᖃᓯᐊᖃᐅᑕᑦᑎᓪᓚᖅ ᓇᓕᐊᑦᓂᐅ ᐅᖃᐅᓯᕐᓂᐅ
ᐊᑐᖃᓕᒃᑐᓚᖅ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᒍᖅ ᐊᑦᓚᓯᖃᖅᑐᔪᓯᖅ.
ᐊᑦᓚᓯᖃᖅᑐᔪᓯᖅ ᐊᓪᓚᓗ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᐅᐅᓯᖅ
ᖃᐅᐅᓪᓚᖅᑕᑦᑎᓪᓚᖅᒪᑕ ᐊᑐᖃᑕᐅᓂᑦᑎᓯᓂᐅᖅ ᐅᖃᐅᓯᓚᖅᐅᓯᔪᑐᖃᖅᐃᓕᖅ
ᐊᓪᓚᓗ ᖃᐅᓕᓴᓂᐅᓯᔪᖅ. ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᒍᓐᓇᐅᑉᓯᒪᓕᖅ
ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᓕᓴᓂᑦᓯᓂᑦᑎᓯᖅ ᐅᖃᐅᓯᑐᖃᖅᐃᑐᖃᖅ ᐊᑐᖃᓄᖅ
ᖃᐅᐅᓕᓴᓯᑦᑎᓯᑐᓂᓗ ᐃᓕᓴᕐᔪᐊᓕᖃᐅᖃᖅᓄᖅ
ᓇᓗᓕᐅᖃᖅᓂᕆᓯᓚᑦᓯᒪᓕᖅ ᐃᓄᐃᑦᓂᖅ ᖃᐅᓄᐊᓕᒫᓂᖅ ᐃᓚᐅᑦᓯᒪᓕᖅ.

ᐃᓄᐃᑦ ᑲᑎᒪᓂᖅ ᐊᑦᑐᓕᓴᕆᓚᐅᖃᖅᑐᑦᑕᑦ ᐃᓄᐃᖅᑎᑦᓯᓂ
ᐃᓕᓴᕆᓂᐊᕈᑎᖃᓂᖅ ᐅᑦᔪᑉᓄᓕᖅ ᐃᓄᐃᖅᑎᑦᓯᓂ ᐅᖃᐅᓯᕐᓂᐅᖅ
ᐊᑐᖃᓂᖅ ᐱᓕᕆᔨᒪᓂᖃᖅᑐᑦᑕᖅᑐᑦᓯᐊᖃᖅᑕ,
ᐃᓕᓴᕆᓂᐊᕐᕕᒃᑎᑐᐃᓄᒃᑎᓯᑦᑕᖅᑐᑦ. ᐊᓪᓚᓗ ᐃᓄᐃᖅᑎᑦᓯᓂ
ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᓕᓴᓂᑦᓯᓂᐊᖃᖅᑕ ᖃᐅᐅᓪᓚᖅᐅᓯᔪᑐᖃᖅᐃᓕᖅ
ᐃᓄᐃᖅᑎᑦᓯᓂ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᖅ ᖃᐅᐅᓪᓚᖅᐅᓯᔪᑐᖃᖅᐃᓕᖅ
ᓇᓗᓕᐅᖃᖅᓂᕆᓯᓚᑦᓯᒪᓕᖅ ᐃᓄᐃᖅᑎᑦᓯᓂ ᐅᖃᐅᓯᕐᓂᐅᖅ.
ᓴᓕᑦᑐᖅ

ᓄᓇᑦᑕ ᑲᑎᓂᖅᑐᑦ, DOGRIB ᐅᖃᐅᓯᕐᓂᒪᑦᑕ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᒍᖅ
ᐊᑐᖃᓕᒃᑐᓚᖅ ᐃᓄᐃᖅᑎᑦᓯᓂ DOGRIB ᐅᖃᐅᓯᕐᓂᒪᓂᖅ
ᐊᑐᖃᓂᖅ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᖅ ᐊᐅᓚᐅᕐᓂᐊᖃᐅᑐᖃᓯᓂᐅᖅᑎᑦᓯᒪᓕᖅ
ᒪᓐᓇ. ᐊᒥᓚᑦ ᐊᓂᒪᓕᖅᑐᑦᓯᒪᓕᖅ ᖃᐅᓕᓴᕆᓂᑦ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᖅ
ᐃᓅᓚᐅᑦ ᐊᓚᓐᓂᑦᓯᓕᖅᓯᓂᒪ ᒪᓕᓪᓕᔪ. ᑭᓚᐊᓂ RAE
EDZO-ᒥ ᐊᒥᓚᑦ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᖅ ᖃᐅᐅᓪᓚᖅᐅᓯᔪᑐᖃᖅᐃᓕᖅ
ᐅᖃᐅᓯᕐᓂᐅᑎᖃᓯᓂᐅᖅ. ᐃᓚᒪᓕᑦ ᑕᒪᓐᓇ
ᐊᐅᑭᓯᑦᓯᓕᐅᑕᐅᓕᖅᓴᖅᓯᒪᓕᖅ. ᑕᐃᒪᓕ ᒪᓐᓇ
ᐊᓯᐅᑭᓄᓯᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᖅᑎᑦᓯᐊᖃᖅᑕ ᑎᑎᕋᐅᓚᐅᓂᓯᐊᖃᐅᑕᑦᒪᓐᓇᓂᖅ
DOGRIB ᐅᖃᐅᓯᕐᓂᒪᓕᑦᑕ. RAE EDZO

ᒃᓕᓂᐊ ᑲᑎᒪᓕᕆᓚᑦᔪᑉᐊᑲᐃᓐᓇᖅᑐᑦᑕ ᐊᓯᐅᑭᓄᓕᕐᓂᐊᖃᐅᓇᖅᓴᓕᑦ
ᐃᓕᓴᕆᓂᐊᕈᑎᖃᓂᖅᑐᑦᓯᐊᖃᐅᑐᖃᓂᖅ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᒍᖅᐅᓯᔪᖅ
ᑐᕋᑦᓚᓂᐊᖃᐅᑐᖃᓂᖅ, ᓄᓇᓕᑦ ᐅᖃᐅᓯᕐᓂᐅᑦᑕ
ᓄᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᖅᑎᑦᓯᓂ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᐅᖅᑎᑦᓯᓂᕐᓂᖅ?
ᖃᐅᓯᒪᓚᑐᖃᐅᑐᖃᓂᖅ ᖃᐅᓕᓴᕆᓂᑦ ᐅᖃᐅᓯᕐᓂᐅᖅ ᐊᑐᖃᐅᑕᐅᓴᖅᓯᒪᓕᖅ
ᓄᓕᖅᑕᐊᓕᒫᓂᖅ, ᐊᓪᓚᓗ ᐊᑐᓚᐊᖃᐅᑎᖅᑐᑎᒍ ᑐᓴᐅᒪᖃᐅᑕᖅᑕᐊᓕᓴᕆᑕ
ᓄᓕᖅᑕᐊᓕᖅᑎᐅᑕᓂᑦ. ᑭᓚᐊᓂ ᐃᓕᓴᕆᓂᐊᕈᑎᖃᓂᖅᑐᑦᓯᐊᖃᐅᑐᖃᓯᓂᐅᖅ ᐃᓄᐃᑦ
ᐅᖃᐅᓯᕐᓂᐅᑎᖃᓯᓂᐅᖅᑎᑦᓯᓂ ᐊᑐᖃᑕᐅᑭᒪᔭᓂᖅ ᐊᑐᖃᐅᑕᐅᑭᓯᒪᓕᖅ
ᐊᓪᓚᓗ ᖃᐅᓕᓴᕆᓂᐊᕐᕕᒃᑎᑐᐃᓄᒃᑎᓯᑦᑕᖅᑐᑦᓯᒪᓕᖅ ᐃᓕᓴᕆᓂᐅᑎᖃᓯᓂᒍᖅ
ᐅᖃᐅᓯᕐᓂᐅᑎᖃᓯᓂᐅᖅᑎᑦᓯᓂᐅᖅ. ᐃᓚᓕᓴᕆ

Everyone should sit down and try and organize a better system whereby Inuktitut could be taught or used as a working language, not solely as a class. And who is teaching Inuktitut must be good in it. Coral Harbour.

In our outlying communities, Dogrib language and culture is dominant and the need to have Dogrib language instruction is not perceived as a need at this time. Many parents want their children to learn the skills of English in order to cope with the changing society. However, in Rae-Edzo many students have lost their language. We believe that in time this will be a problem. Now is the time to begin developing a written language program. Rae-Edzo.

Can the committee set up a culturally appropriate curriculum, using the community language as the number-one language of instruction? We realize that, since the English system is universal, we must use it to communicate with the rest of the world. But the system must be adapted for people who want to speak their own language and know their own culture. Igloolik.

LEVEL OF ACHIEVEMENT SHOULD EQUAL THE GRADE TAUGHT

Measured in terms of achievement, students may reach high school without the knowledge and skills required for Grade 9. Questions on this disparity were asked more than any others during the hearings. "Why do teachers not teach Grade 9 concepts in the ninth year of schooling?"

The problem is that, when students supposedly receive Grade 9 in the community, and they go out — they discover they only have Grade 6. Then they drop out of school and return to the community. Cape Dorset.

Why are there not more Native students coming out of the school system with graduation and going on to university? Fort McPherson.

One student went out, and he was supposed to have his Grade 9. And when he applied for school in Yellowknife, he found that he only had a Grade 7, and the parents were concerned why there was such a gap. Coral Harbour.

Common Concerns

ᐃᓕᓐᓂᐊᕈᑎᖏᑦ ᓇᓴᐅᑎᖏᑦ ᒪᓕᒃᓯᓂᐊᖅᓯᒃ ᐃᓕᓴᕐᓕᓚᐅᖅᑎᑦ

ᐃᓕᓐᓂᐊᖅᓯᒪᔪᖅ ᐃᓕᓴᕐᓴᓕᐊᖅᑎᑦ ᒪᓕᒃᓗᓕ
ᐊᐅᓴᓕᑭᓐᓇᕐᓂᐊᓐᓇᕐᓂᖅ ᔪᓚᑦ 9-ᒥᐅ
ᐃᓕᓐᓂᐊᖅᓱᓂᐅᓕᒪᓐᑎᑎᓕᓴᓕᔪᓐᓇᐅᑉ. ᑕᒪᑐᒪ ᒥᐅᓴᓄᓕ
ᐊᐱᖅᑯᑎᕐᓴᒃᓕᓴᓂᖅᓴᐅᖅᓴᒃᑕᓕᓕᐅᖅᑯᓂᖅ ᓄᓇᕐᓂᐊᖅᒥᐅᑕᐃᑦ
ᑲᑎᒪᑎᑦᓕᖅᓴᒃᑕᖅᑎᑦᓗᑕ. ᓕᓚᒪᑦ ᐃᓕᓴᕆᐃᓵᑦ ᔪᓚᑦ 9-ᒥᐅ
ᐃᓕᓐᓂᐊᖅᑯᑎᕐᓕᓴᒃᑕᐃᖅᓕᑦ ᐃᓕᓐᓂᐊᖅᑯᑐᓂᐅ 9-ᒥᐅᓴᒪᓂᐅ
ᐊᖅᓱᔪᒥᐅ ᐃᓕᓐᓂᐊᖅᓕᓕᓱᒪᑕ?

ᐃᓕᓐᓂᐊᖅᑯᑐᓂᖅ ᓄᓇᕐᓂᓂᐅ ᐃᓕᓐᓂᐊᕈᑎᓂᒪᑦ ᔪᓚᑦ
9-ᓂᔪᒪᓇᐊᖅᑯᑎᖅᓇᔪ, ᐊᐅᓴᓕᓱᒪᒥᐅ ᐃᓕᓐᓂᐊᖅᓇᐊᖅᓯᐊᖅᓇᑎᐅ
ᔪᓚᑦ 6-ᒥᐅ ᐃᓕᓐᓂᐊᕈᑎᖅᓴᓕᐅᓐᓴᓕᖅᑕᖅᓴᒪᑕ. ᑕᒪᑐᒥᓂᒪ
ᖅᑲᐅᓵᓱᓂᒪᒥᐅ ᐃᓕᓐᓂᐊᕈᓐᓇᑐᐃᓐᓇᖅᓴᓕᖅᑕᖅᓴᒪᑕ ᐅᑎᖅᑯᓇᑎᓇ
ᓄᓇᒥᓂᓄᑦ. ᑭᓐᓂᒪᐃᑦ

ᓕᓂᒪᑦ ᖅᑲᑦᓇᓵᓂᔪᓐᓇᒥᑐᑉᓗᑦ ᐊᒥᓕᓐᓂᔪᖅᑯᑦᓴᓕᓕᓂᒥᓕᑦ
ᐃᓕᓐᓂᐊᖅᓱᓂᐅᓕᒪᓕᑦ ᐅᐸᐊᓐᓂᓄᑦ ᓕᓕᑐᓂᖅᓱᓂᒪᒃᑯᓂᒪᓂᔪᑦ
ᐃᓕᓐᓂᐊᖅᐃᓕᓴᕐᑐᖅ. FORT MCPHERSON

ᐊᑕᐅᓕᖅᑐ ᐃᓕᓐᓂᐊᖅᑯᑐᖅᑯ, ᓄᓇᒥᓂᑦ ᐊᐅᓴᓕᕐᒥ ᔪᓚᑦ 9-ᒥᐅ
ᐃᓕᓐᓂᐊᕈᑎᖅᑲᖅᑯᓂᓂᑐ, ᔭᓂᓇᐃᓐᓇᔪᑦ ᐃᓕᓐᓂᐊᖅᐃᓕᓴᕐᒥ
ᐃᓕᓐᓂᐊᕈᑎᖅᑲᖅᓱᖅᑕᐅᓕᐅᓴᓕᑦ ᔪᓚᑦ 7-ᒥᐅ ᐊᓪᓚᓗ
ᐊᓱᒪᓕᖅᑲᖅᓗᓂᒥᑦ ᐃᓕᓴᕆᓗᑎᑎᖅᑲᐅᓴᓕᑦ ᓕᓱᒪᑦ
ᐃᓕᓐᓂᐊᖅᐃᓕᑎᓱᒥᑦ ᐊᐅᓚᓕᓐᓂᐊᖅᓴᓕᓱᒪᒃᑕ. ᓴᓕᓴᖅ

ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᑲᒃᑕᑦᓴᓕᖅ ᐊᓪᓚᓗ ᓄᖅᑲᒃᑯᓕᖅᑕᑦ

ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᓴᓕᕐᓴᐊᖅᑲᒃᑕᑦᓴᓕᓕᓂᒥᓕᑦ ᐊᑲᐅᓱᓕᓕᐅᐅᖅᑕᐅᓱᒪᑕ,
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᑯᑐᖅ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᓱᓕᓂᒃ ᓕᖅᑲᐃᓕᓐᓂᐊᖅᓴᓕᑦᓴᓕᑦᓴᒪᑕ ᐊᓪᓚᓗ
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᑯᑕᐅᓵᓕᓕᐊᓕᓂᒃ ᐅᓴᓕᑭᐅᐅᒪᓕᐊᓱᓵᑦᓴᓕᑭᓐᓇᖅᓴᓕᑦᓴᒪᑕ.
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᑭᑦ ᓇᓪᓚᓕᓂᐊᖅᓯᓂᕐᓂᑦ, ᐊᓱᒪᓕᖅᑲᒃᑯᑦ
ᖅᑲᐅᐃᐅᓴᓕᐊᓱᓂᕐᓂᑦ ᐊᓪᓚᓗ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᑯᑐᖅᑯᓗᒃᑐᖅ
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᓴᓕᐊᓱᓂᕐᓂᑦ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᓱᓂᕐᓂᓕᒃᑐᓂᖅᓴᓕᑦᓴᒪᑕ
ᒪᐅᓄᑐᐃᓐᑦ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᑭᓱᓕᓕᐊᓱᓂᕐᓂᑐ ᐊᓪᓚᓗ
ᐱᓕᓂᐊᖅᓴᓂᖅᑲᓴᓕᓐᓂᐅ ᖅᑲᐅᐃᐅᓴᓕᓐᓂᐊᖅᓱᓂᕐᓂᑐ ᐅᐸᐊᓐᓂᓄᑦ
ᐃᓕᓴᖅᑯᓕᓐᓂᖅᑲᓴᓕᐅᓐᓄᑐ ᖅᑲᐅᐃᐅᓴᓕᓐᓂᐊᖅᓱᓂᕐᓂᑐ.

ᑐᐅᖃᓕᖅᑲᒃᑐᒥ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᖅᑐᓂᓂᔪᓕ ᑲᑎᒪᓕᐅᓱᓕᓕᑦ ᑕᒪᑐᒥᓂᒪ
ᐅᖅᑲᐅᓕᓕᑲᓕᓕᖅᑎᒪᑕ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᖅᑐᓂᖅᑐᒥᒃ
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᑯᑐᓕᓱᓕᓕᐊᓱᓂᕐᓂᓕᒃᑐᓂᖅᓴᓕᑦᓴᒪᑕ. ᑐᐅᖃᓕᖅᑲᒃᑐᒥᓂᒪ

ᐸᐅᑐᖅᑐ 11:00-ᒥ ᐅᓪᓚᓕᑦᓴᓕ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᖅᑐᓂᖅᑐᒥᒃ
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᓴᓕᑦᓴᒪᑕ 5:30-ᒥ. ᑕᐃᒪᓐᓇ ᐊᖅᑲᐅᓕᕐᓂᓕᒪᑕ
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᖅᓴᐅᖅᓯᒥᐅ ᐃᓕᓐᓂᐊᖅᓯᐊᓕᐊᖅᓯᐊᓕᖅᑐᓂᖅᑐᒥᒃᑯᓕᓕᓴᓕᑦᓴᒪᑕ
ᐃᓕᓐᓂᐊᖅᓯᐊᓕᖅᓴᓕᓐᓂᐊᖅᑐᒥᒃ

Irregular attendance, which adversely affects student performance and disrupts the regular program, is a common problem. Irrelevant programs, parental apathy, and the student's lack of motivation are, in part, responsible for large numbers of young persons leaving school early and before they have sufficient skills either to secure employment or to participate successfully in their traditional economy.

ATTENDANCE AND DROP-OUTS

The local education authority brought up the familiar problem of lack of attendance at the school in Tuktoyaktuk. Tuktoyaktuk.

School in Paulatuk starts at 11:00 a.m. and goes to 5:30. This is used to encourage kids to come to school and is working very well so far. Paulatuk.

The students who come late disrupt and affect the students who come regularly. Baker Lake.

After the 5th of May, there is nobody in the school. Everybody is out on the land. Paulatuk.

Problem with kids dropping out is that they are caught in the middle. They cannot go out hunting, there are no jobs for them, they don't have an education. Culturally, they are caught in the middle and can't support themselves either way. Cape Dorset.

The problem I see about drop-outs is that they are seen as being lazy — although completing the education program involves being away from home and families and living another way of life. Arctic Bay.

DISCIPLINE

Many persons, both parents and teachers, complained to the Special Committee about the behaviour of young persons. In our opinion, disciplinary problems at school, like attendance and early drop-outs, are the symptoms of a deeper problem, not the problem itself. We recognize that parents in every generation, in every culture, through all of time have complained about the bad behaviour of the younger generation, but of course we recognize also that students who are bored by a curriculum that has no meaning for them are far more likely to behave badly in class than students whose classroom work has engaged their interest. Disciplinary problems may also occur in conflicts of will between persons of different cultures, as might happen when a new teacher arrives without proper preparation in a small community. We deeply hope that the recommenda-

ᐃᓕᓴᐅᐊᖅᑐᑦ ᑕᒪᓐᓇ ᐊᐅᓚᕐᓯᐊᖅᑐᑦ ᒪᓐᓇᒧᑦ ᑎᑭᓐᓄᑦ.
<ᐅᓚᔪᖅ

ᐃᓕᓴᐅᐊᖅᑐᑦ ᑭᐃᔪᕐᐃᓴᐅᓐᓇᖅᑐᑦ
ᐃᓕᓴᐅᐊᕐᓯᐊᑭᐃᓱᒋᔭᐅᓂᕐᓴᖅᑕᕐᓂᒃ
ᐃᓕᓴᐅᐊᓂᐊᐃᒥᓐᓇᓴᖅᑕᖅᑐᓂᓐᓄᑦ. ᖃᓄᒪᓂᕐᔪᐊᖅᑐᑦ

ᒪᐃ 5 ᖃᓄᐃᒥᖏᓐᓄᑦ, ᐃᓕᓴᐅᐊᓂᐊᐃᖅᑐᓴᖃᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ. ᐃᓇᓗᐊᖏᓐᓄᑦ
ᐊᐅᓚᖏᓐᓄᕐᓗᒪᓴᖃᖅᑕᕐᓂᒃ ᓇᓗᓐᓄᑦ. <ᐅᓚᔪᖅ

ᒪᐅᑯᐅᖅ ᐃᓕᓴᐅᐊᑭᐃᓱᒋᔭᐅᖅ ᐊᖃᐅᓴᐃᒥᓚᐅᑎᓴᖃᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ
ᑕᒪᐃᓴᐅᓂᐅ ᐃᓕᓴᖅᑯᓱᐃᓂᐅ ᖃᖅᐅᓚᒪᕐᓗᐊᖅᑐᓴᖃᖅᑕᕐᓂᒃ.

ᐊᓴᒍᓕᕆᓴᐃᓐᓇᓕᒫᓂᒃ. ᐱᓕᕆᐊᑲᓴᖅᓯᓕᕐᓗᐊᑭᐃᓱᒋᔭᐃᓐᓇᓕᒫᓂᒃ.
ᐃᓕᓴᐅᐊᓕᕐᓗᐊᖅᑐᓕᒪᓴᖃᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ. ᐃᓅᓚᓴᖃᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ
ᖃᖅᐅᓚᒪᕐᓗᐊᖅᑐᓂᓕᕐᓂᑦᓂᐅᑦ ᓇᓕᐊᖅᓂᑐᐃᓇᖅᑕᖅᑐᓂ. ᐅᓂᖅᓴᐃᓕᒃ

ᐊᖏᐅᓂᐊᓕᓕᐅᑭᓴᖃᖅᑕᕐᓂᒃᑕᒥᓴᓕᒃ ᑕᒪᖅᑯᐊ ᐃᓕᓴᐅᐊᑦᓂᓂᐅᓂᐊᓕᒃ
ᐃᓕᑭᐊᑕᐅᓇᓕᕆᐅᖏᓐᓄᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ (ᓴᓘᐅᓇᓕᕆᐅᖏᓐᓄᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ) --
ᐃᓕᓴᐅᐊᑦᓂᓂᐅᓂᐊᓕᖅᑐᑦ ᐊᐅᓚᓂᐊᐊᓴᖅᑲᓐᓂᔭᓕᒃ ᑯᓇᒥᓂᐅᓂᒃ
ᐃᓕᒥᓂᓕᓗ ᐊᒻᒪᓗ ᐃᓕᓴᐅᑯᓱᓕᒥᓄᑦ ᐊᓱᐊᓂᐅᓄᑦ
ᐊᑐᐊᐊᓴᖅᓴᖅᑕᕐᓂᖅᓄᑦ. ᐃᓄᐱᐊᓴᓚᑦ

ᐱᓕᕆᐊᖅᑲᓴᐅᓂᐊᖅᑐᑦ ᐊᒥᓚᓂ ᐃᓄᐃᑦ, ᐊᓯᒃᓚᕐᓴᖅᑎᒍᓚᐅᑦᓯᓕᓕᓐᓄᑦ,
ᐃᓕᓴᐅᐊᓂᐊᖅᑐᑦᑕᓂᐅᓕᒥᓄᑦ ᑲᑎᒪᓕᕐᓂᑦᓴᒍᓐᓇᖅᓄᑦᓯᓂᐅᓄᑦ
ᐅᓴᖅᑲᓕᕆᓴᖅᑲᓴᖅᑕᕐᓂᒪᓕᒃ ᒪᓐᓇᒧᑦᑐᐃᓐᓄᑦ ᐃᓄᓕᕐᓂᐅᓕᕐᓂᐅᓄᑦᓂᐅᓄᑦ.
ᐅᓴᒍᓐᓇᓕᒃ ᐃᓕᓐᓂᒪᓕᒃ, ᑕᒪᓐᓇ ᒪᓐᓇᒧᑦᑐᐃᓐᓄᑦ ᐱᓕᕆᐊᖅᑲᓴᐅᓂᐊᖅᑐᑦᓂᑎᑦᓯᓂᐅᓄᑦ
ᐃᓕᓴᐅᐊᓂᐊᐃᒥᓐᓇᓴᖅᑕᕐᓂᑎᑦᓯᓂᐅᓄᑦ, ᐊᑲᐅᓴᐅᓂᐊᓕᐅᑎᓂᐅᓴᖅᑕᕐᓂᒪᓕᒃ.
ᓴᖅᐅᓴᒪᒃᓚᐊᓴᖅᑐᑎᒍᓕ ᐊᓱᒃᓚᕐᓴᖅᑎᒍᓕᒫᓕᒃ ᓴᖅᖃᒃᓚᓄᑦᑕᖅᑐᓂᒃ
ᐃᓕᓴᐅᑯᓱᓂᓄᐅᓕᒫᓕᓐᓂ, ᓴᑯᐃᐊᓕᓴᖅᑕᕐᓂᐅᓕᖅᑐᓂᒃ ᓕᓐᓄᑦᓯᓕᒃ
ᐱᓕᕆᐊᓂᐅᓴᖅᑕᕐᓂᓕᕆᓴᖅᑐᓂᒃᑕᓕᒫᓂᒪᓕᒃ, ᑭᓕᐊᓂ ᓴᖅᐅᓴᒪᓂᐅᑕᕐᓂᒃ ᒪᓄᑯᐅᖅ
ᐃᓕᓴᐅᐊᓄᑦᓯᐅᑎᓂᓄᑦ ᓴᖅᐅᓴᒪᓚᐊᓕᑲᓂᒪᓂᐅᓄᑦ.
ᓕᓕᓐᓄᐊᖅᑲᓴᖅᑎᓚᐊᓕᑲᓂᒪᓄᑦ ᐃᓕᓴᐅᐊᓯᓕᓕᐅᑭᓴᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ.
ᐊᒻᒪᓗ ᐅᓪᓚᔪᖅᑕᖅᑐᓂᒃᑕᓕᒫᓂᒪᓕᒃ ᐃᓕᓴᐅᐊᖅᑐᑦ ᐃᓕᓴᐅᓂᐊᓕᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ
ᐃᓕᓴᐅᑯᓱᓕᒥᓄᑦᓯᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃᑕᓕᒫᓂᒪᓕᒃ. ᑕᐃᒪᓐᓇᐃᓕᓴᐅᓕᕐᓂᓐᓇᓕᒫᓂᒪᓕᒃ ᐅᒡᒥᓂᒃ
ᐃᓕᓴᐅᓂᐊᓕᐅᑎᓂᒃ ᐅᓂᐊᓕᒫᓂᒃ ᑎᑭᓐᓄᑦᓯᓕᒃᑕᓕᒫᓂᒪᓕᒃ ᐃᓕᓴᐅᐊᖅᑐᑦᓂᓂᐅᓂᐊᓕᒃ
ᐊᒻᒪᓗ ᐃᓕᓴᐅᓂᐊᓕᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ ᐅᓂᐊᓕᒫᓂᒃ ᐃᓕᓴᐅᐊᖅᑐᑦ ᐃᓕᓴᐅᓂᐊᓕᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ
ᐃᓕᓴᐅᑯᓱᓕᒥᓄᑦᓯᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ ᐃᑲᓴᐅᓂᐊᖅᑐᑦᓂᓂᐅᓂᐊᓕᒃ ᐃᓕᓴᐅᐊᖅᑐᑦ
ᐊᒻᒪᓗ ᐃᓕᓴᐅᓂᐊᓕᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ ᐃᓕᓴᐅᐊᖅᑐᑦ ᐃᓕᓴᐅᓂᐊᓕᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ
ᐃᓕᓴᐅᑯᓱᓕᒥᓄᑦᓯᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ ᐃᑲᓴᐅᓂᐊᖅᑐᑦᓂᓂᐅᓂᐊᓕᒃᓴᓕᒃ
ᐊᒻᒪᓗ ᐃᓕᓴᐅᓂᐊᓕᐅᑎᓂᐅᓴᖅᑕᕐᓂᒃ ᐃᓕᓴᐅᐊᖅᑐᑦ
ᐅᓂᐊᓕᒫᓂᒃᑕᓕᒫᓂᒪᓕᒃ.

tions we have made to make the educational system more fully and more quickly responsive to local needs, along with improved teacher-orientation programs, will go a long way toward solving the disciplinary problems about which we heard so much.

The way fourteen-year-olds are treated in the traditional society and the way they are treated in the school is quite different. In the traditional society, they are treated as adults; in school, they are not. Cambridge Bay.

Discipline was expressed as a problem around the school. Kids do not seem to be as disciplined as when their parents went to school. Fort Resolution.

The schools are to blame for taking more power than they should have, which creates discipline problems. Yet the schools have not got the authority. Frobisher Bay.

Nowadays, the parents are not the boss. The kids are the boss, and they wrap the parents around their little fingers. Tuktoyaktuk.

When I was in school, there was discipline. But, nowadays, the teachers are scared to put a hand on the kids in case they will be called mean. Fort McPherson.

LEAVING HOME FOR SCHOOL

The prospect of having to leave home for education after Grade 9 may have an adverse effect on a student's level of achievement. Often, the problem is not with high school itself but with the residences in which these students live. Lack of information or, worse still, misinformation will increase the anxiety of parents about their children's conditions.

He's always phoning home. It's hard not to be worried when our child phones home unhappy. Pond Inlet.

Fear of having to go to Yellowknife, when you succeed, can militate against the student's success in Grades 8 and 9. Cambridge Bay.

Kids quit the school in Tuktoyaktuk because they don't want to go to live in the hostel in Inuvik. They do not want to leave home to go to Inuvik or Yellowknife. Tuktoyaktuk.

Common Concerns

14-ᓂᑲ ᐅᑭᐅᓰᑦ ᑲᒪᒋᔭᐅᖏᑲᑕᖅᓂᓯᒋᑦ ᐃᓕᖏᑯᓕᖏᑲᑲᑎᓂᒋᑭᓂᓕ ᑲᒪᒋᔭᐅᖏᑲᑕᖅᓂᓯᒋᑦ ᐃᓕᓂᓂᕐᓴᓯᓂ ᐊᐅᓚᓕᒪᓕᒫᓯᒪᑦ. ᐃᓕᖏᑯᓕᖏᑲᑲᑎᓂᒋᑭᓂ ᐊᑲᑎᑎᑦ ᑲᒪᒋᔭᐅᖏᑲᑕᖅᓂᓯᒋᑦ ᐃᓕᓂᓂᕐᓴᓯᓂ ᒪᑲᓕᑎᑦ ᑲᒪᒋᔭᐅᖏᑲᑕᖅᓂᓯᒋᑦ. ᐃᖏᑲᓗᑲᑎᑦᓴᒪᑦ.

ᓴᓕᓂᒋᔪᐊᖏᑲᑕᖅᓂᓯᒋᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᒥ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐅᖏᑲᐅᓕᖏᑲᑕᖅᓂᓯᒋᑦ. ᒪᓂᓇ ᓴᓕᓂᒋᔪᓂᕐᓂᖏᑲᑕᖅᓂᓯᒋᑦ ᐊᓯᑲᓴᑲᑎᑦᓴᒪᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ. FORT RESOLUTION

ᐃᓕᓂᓂᕐᓴᓯᓂᖅ ᑮᓕᖏᑲᖅᐅᓰᑦ ᖃᓂᒋᔭᐅᓂᖏᑲᕐᓗᐊᖏᑦᓴᒪᑦ, ᑕᒪᓂᓗ ᓴᓕᓂᒋᔪᓂᕐᓂᕐᓂᖏᑲᑕᖅᓂᓯᒋᑦ ᓕᓐᓂᓂᕐᓂᑦ. ᐃᓕᓂᓂᕐᓴᓯᓂᖅ ᐊᑮᓂᒋᔭᐅᓂᖏᑲᑕᖅᓂᓯᒋᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ. ᐃᓕᖏᑲᓗᐃᓕᓂᓂᕐᓴᓯᓂᑦ

ᓯᓚᑦ ᑐᓂᒋᔭᐅᓂᖏᑲᑕᖅᓂᓯᒋᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ. ᑕᒪᓐᓇ ᓴᓕᓂᒋᔪᓂᕐᓂᖏᑲᑕᖅᓂᓯᒋᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ. FORT MCPHERSON

ᐊᐅᓚᓕᒪᓕᒫᓯᒪᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂᑦ ᐃᓕᓂᓂᕐᓴᓯᓂ

BEST COPY AVAILABLE

Common Concerns

ᑐᓴᐅᒪᖃᑎᒋᔭᐊᓘᑲᒥᑦᑭᓕᒫᒪᑦ ᐊᑦᓚᔨᖃᑲᑯᑦᔪᓐᓇᓕᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᒃ ᐊᑦᓚᔨᖃᑲᑯᑦᔪᓐᓇᓕᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᒃ ᐃᓕᓴᕐᓂᐊᕐᓂ

ᐃᓄᒃᑎᓗᒍᑎᓕᕆᔨᓪᓚ

ᐅᑭᐅᖅᑕᖅᑐᑎᐅᓪᓚ ᓄᓇᓕᖅᑎᓐᓂᒃ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᑕᐅᖅᑲᖅᑕᕆᐊᖅᑲᖅᓴᒪᑕ ᐃᓕᓴᐃᓐᐅᓕᕐᓇᖅᑐᓪᓚ --
ᐱᖅᓯᓂᒃ ᐱᓇᓯᐊᐅᓯᔪᓂᒃ ᓇᐃᓐᓂᖅᑲᖅᓱᒍᑐᒍᒍ, ᐃᒪᓕᖅᑲᒃ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᓕᓯᕐᓇᒋᐊᕐᓇᖅᑕᕆᐊᖅᓂ ᐅᕙᓪᓕᐊᓐᓂᑦ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᓕᓯᕐᓇᒋᐊᕐᓇᖅᑕᕆᔨᑎᑕ ᖃᓄᐊᕐᔪᖅᓯᓄᓂ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᑕᐅᖅᑲᖅᑕᕐᓂᑎᒃ. ᐊᒻᒪᓗ ᑕᒪᓐᓇ ᐃᓕᓴᐃᓐᑦᑕ
ᓄᓇᓕᕆᓂᒃ ᐃᓕᓐᓂᐊᕐᓇᓕᕆᔨᑕ ᑲᓇᑕᒥᓐᓇᖅᑐᑦ
ᐅᑭᐅᓕᒪᓂ. FORT SIMPSON

ᐊᐱᒃᑐᖅᓯᒪᔪᓂᒃ ᐃᓕᓴᐃᓐᑦᑎᓴᕐᔪᖅᓯᒪᔪᑦ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᑕᐅᖅᑲᖅᑕᕐᓂᓕᕆᔨᑕ ᐊᖅᑭᑎᓯᓇᖅᑕᐅᔭᓕᐊᖅᑲᖅᓴᒪᑕ
ᐊᑭᓕᖅᑲᓇᖅᑕᐅᑐᓂᓐᓂ ᒐᕐᓚᒃᑯᓐᓂᑦ. ᑕᒪᒃᑯᐊ
ᐃᓕᓐᓂᐊᕐᓇᖅᑕᐅᖅᓱᓕᕐᓂᐊᕐᓇᖅᑲᖅᑕᕐᓂᑎᒃ ᐊᒻᒪᓗ ᓄᓇᓕᓴᓂ ᐃᓄᐃᑦᑕ
ᐃᓕᐅᑎᑕᐅᖅᑲᖅᑕᕐᓂᑎᒃ. RAE EDZO

ᐊᓐᓇᓕᖅᑲᒃᑯᑦ
ᐃᓕᓴᐃᓐᓂᐊᕐᓇᖅᑎᑕᐅᖅᑲᖅᓴᒪᑕ

ᓄᓇᕐᓂᐊᕐᑕ ᐊᑎᓕᒪᓚᖏᑦ ᐊᓯᒐᓚᖅᑲᖅᓴᒪᔪᑦ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᑕᐅᓕᐅᖅᓴᒪᓐᓕᒪᑕ. ᖃᐅᐅᓕᓐᓂᕐᒥᔭᐅᓂᒃᑕ
ᖃᐅᓄᐊᕐᓂᖅᑕᖅ ᐱᓕᓐᓂᑕᓯᒃᑯᑦ ᐃᓕᓴᐃᓐᓂᐊᕐᓇᖅᑐᓂᑦᑎᓐᓇᖅᑐᑦ ᐊᒻᒪᓗ
ᖃᐅᐅᓕᓐᓂᕐᒥᔭᐅᓂᒃᑕ ᖃᐅᓄᐊᕐᓂᖅᑕᖅ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᑕᐅᖅᑲᖅᓴᒪᓐᓕᒪᑕᑐᒃ ᐃᓕᓴᐃᓐᓂᐊᕐᓇᖅᑐᓂᑦᑎᓐᓇᖅᑐᒥᓂᒃ.

ᓄᓇᓕᖅᑎᓐᓄᑦ ᓴᓇᔨᓯᒪᔪᓂᒃ, ᐊᑎᓕᓯᕐᓇᒋᐊᕐᓇᖅᑕᕆᔨᑎᑕ
ᐃᓕᐅᑎᑕᐅᖅᑲᖅᓴᒪᑕ ᐱᓚᒋᑦᑕᓂᒃ. ᐃᓕᓴᐃᓐᓂᐊᕐᓇᖅᑐᑎᒃ
ᐊᖅᑭᑎᓯᓇᖅᑕᐅᑐᓂᓐᓂᒃ ᐊᑎᓕᓯᕐᓇᒋᐊᕐᓇᖅᑕᕆᔨᑎᑕ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᑕᐅᓯᐊᓯᔪᓂᒃ ᓯᕗᓪᓕ ᓴᖅᑭᑐᓂᒃ ᓴᖅᑭᑐᓴᖅᑲᖅᓴᒪᑕ
ᐱᓚᒋᓴᕐᓚᕆᔨᑎᑕ. ᐃᓴᖅᓱᐃᓕ

ᐃᖅᓚᓴᖅᑎᑕᓴᖅᑲᖅᓴᒪᑕ ᐊᑎᓕᓯᕐᓇᒋᐊᕐᓇᖅᑕᕆᔨᑎᑕ
ᐃᓕᓐᓂᐊᕐᓇᖅᑐᓂᓗ ᓴᖅᑭᐅᓐᓂᑕᐅᓇᓕᔪᓯᓂᑦ ᐃᓕᓐᓂᐊᕐᓇᐅᓂᒃ
ᐊᓯᓂᖅᓴᓕᕐᓂᐊᕐᓇᖅᑐᓂᒃᑎᓐᓇᖅᑐᒥᓂᒃ ᐊᒻᒪᓗ ᓯᓇᓂᒃ ᐃᓕᓴᓯᓇᓕᖅᓴᒪᓂᒃ
ᐃᓕᓐᓂᐊᕐᓇᖅᑎᓕᓇᓂᒃ.

A highly centralized educational system, with its headquarters in Yellowknife, has not developed educational policy or education programs judged to be acceptable or effective at the community level.

ADMINISTRATIVE STRUCTURE

We enjoy an administrative structure that can be responsive to the expressed needs and wishes of the people it serves. . . . By contrast, in the mammoth N.W.T. district, a cough in Pond Inlet sends vibrations over to Aklavik, and the opportunity for regional concerns to get lost in a bureaucratic tangle is considerable. *Yellowknife Education District No. 1.*

There is an immense gap between the Department of Education's conception and production of a curriculum and its implementation in the classrooms. Educators and parents alike agree that this gap must be bridged.

PROGRAMS

Limited funding and inadequately trained staff prevent many children from obtaining the special attention they require.

SPECIAL EDUCATION, COUNSELLING AND PSYCHOLOGICAL SERVICES

The department is not taking its responsibilities seriously regarding special education. *Coral Harbour.*

We don't need someone to come into the community and tell us who has a problem. We already know who has the problem. We want someone to come and work with the teachers to develop programs to help these students. *Aklavik.*

Slow learners in the education system need a lot of help. *Fort McPherson.*

Common Concerns

Δᵃₐ Δᶜ / Δᓕᵃσ◁ᕃᑎᑕᐅσϞᑦᶜ

Δᵃₐ Δᶜ Δᓕᵃσ◁ᕃᑎᑕᐅᓴᓕ◁ᕃᑲᒪᓗᵇᓄ◁ᕃᑎᓕᓄᑦ, ᑕᒪᵃₐ
Δᵃₐ Δᶜ Δᓕᵃσ◁ᕃᑎᑕᐅσᕽᒪᶜ ᓯᐅᕃᓕᕃᑲᐅᑎᑕᐅᵃᕽᖏᒪᓗᕽᒪᶜ,
Lᓕᒪᓕᐅᕃᑎσᓕᓄ Δᑲᓕᕃᑲᓯᕃᑕᐅᓕᵃₐᕽᖏᕃᓄσ, ◁ᒪᒪᓄ
ᖃₐᐅᓴᕃᑲᑦᕃᑎᑕᐅᕃᓯ◁ᑭᵃₐᕽᖏᕃᓄσ. ᖃₐᐅᓴᕃᑲᑦᑎᕃᑲᑦᑕᕃᑕᕽᖏᑕ
ᒥᑭᓕᒥ◁ᕃᑕᐅσᕽᖏᑕ Λᓕᑎᓐᕽᖏᵃσᵇ

◁ᒥᓱᵃᕽᖏᓕᕃᑎᕃᓯᓯᒪᒪᑎᕽᒪᑕ ◁ᒪᒪᓄ
Λᓕᑎᕃᓯ◁ᑭᵃₐᕽᖏᓕᕃᑲᓄᑲᵇ ᖃₐᐅᓴᐅᕽᑕ ᒥᑭᓄ◁ᕃᓱᕽᖏᵃₒᑦ.
Pᓯ◁σ, Δᓕᵃσ◁ᕃᑎσᓕᐅᵃᕽᖏᑕᑐₒᑦ ᑕᒪᵃₐ Δᵃₐ Δᶜ
Δᓕᵃσ◁ᕃᑎᑕᐅσᕽᒪᶜ ◁ᑐᕃᑕᐅᓕᵃₐᕃᑲᑐᕽᒪᑕ
Δᓕᵃσ◁ᕃᵇᵃσᑭᒪᵇᐸᑕ.

Δᵃₐ Δᶜ Δᓕᵃσ◁ᕃᑎᑕᐅσᕽᒪᶜ ◁ᑐᕃᓱᕃᒪᓗᕽᒪᑕ
◁ᒥᓱᓄ◁ᕃᓱᕽᖏᵃₒᑦ Δᓕᵃσ◁ᕃᑎᓱᵇᓯᒪᵃᕽᖏᑕᑐᓵ. ᑕᒪᵇᑯ◁
Δᓕᵃσ◁ᕃᑎᓱᓕᐅᵃᕽᖏᵇᓄ◁ᕃᑲᓄᑎᵇ Δᓕᵃσ◁ᕃᵇᵃσᑭᒪᓕᓱᵃᕽᒧᕽᒪᑕ
ᑭᕽᒧσ◁ᒧᑦ. Δᒐᓄᓕᵇ

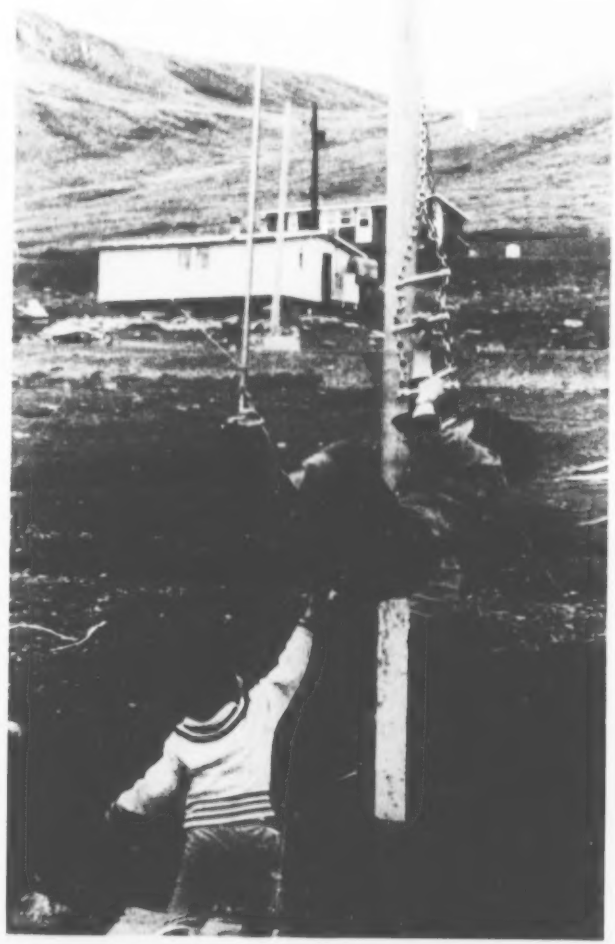
Δᓕᵃσ◁ᕃᑲᑐᓕᓂᓐᵇᑯᑦ ◁ᑐᕃᒪᒪᕽᒪᑕ ᓴᒪᒪᒥᵃᕽᖏᵃᓕᑎᒧ Δᵃₐ Δᶜ
Δᓕᵃσ◁ᕃᑎᑕᐅσᕽᖏᑕᑕ Λᓕᑎᓐᕽᖏᵃσᵇ ᖃₐᐅᓴᕃᑲᑦᑕᕃᓕᑲᑕᕽᖏᵃσᵇ
Λᓕᑎᕃᑎᓐᕽᖏᵃσᵇ ᒥᑭᓕᒥ◁ᕃᑲᑎᓱᓯᕽᒪᵃₒᑦ. Δᵃₐ Δᶜ
Δᓕᵃσ◁ᕃᑎᑕᐅσᕽᒪᶜ ◁ᑐᕃᓱᕃᒪᓗᕽᒪᑕ ₒₐᓕᕽσ Δₒ Δᶜ
Δᓕᵃσ◁ᕃᑎᑕᐅᓴᓕᕃᑲᕃᓱᕽᖏᵃₒᑦ. ᑕᒪᵃₐ
◁ᑐᕃᑕᐅᓕᵃₐᕃᑲᑦᑕᕽᒪᑕ Δᵃₐᕃᓱₒᑦ Δᓕᵃσ◁ᕃᵇᵃσᑭᒪᓕₒᑦ
◁ᒪᒪᓄ Δᓕᵃσ◁ᕃᵇᵃσᓂᓕ◁ᕃᑲᕃᑲᑐₒᑦ
Λᓕᑎᕃᵇᓵᕃᑲᑦᑭᓱᓯ◁ᕃᓱᕃᑲᑎᵇ. FORT SMITH

FORT MCPHERSON-ᒥ Δᵃₐ Δᶜ Δᓕᵃσ◁ᕃᐃᕽᒪᵃₒᑦ
ᖃₐᐅᓴᕃᑲᑦᑕᓂᓴᐅᕃᑲᑦᑕᕃᑲᑐᑦ ᒥᑭᓄ◁ᕃᓱᕽᒪₒᑦ
ᕃᑲₒΔᓕᐅᑭᓱᓯ◁ᕃᓱᕃᑲᑦᑕᕽᒪᒪᑕ. FORT MCPHERSON

◁ᐅᓕᑦᓯσᕃᒧᑦ

ᓴᓄₐΔᕃᒥ ◁ᕽᒪᓯᕃᑲᖏᕃᑲᐃᕃᑲᕃᑲᓄᑲᵇ, Δᓕᵃσ◁ᕃᑲᑐᓕᓂᓐᵇᑯᑦ
ₒₐᓱᓯ◁ᓕᒪᒧᑦ ᑐᕽᒪᓯᓯᒥᵇ ᓱᕃᑲᑭᑲᓯᓕᐅᕃᑲᓯᒪᵃᕽᖏᒪᒪᑕ
Δᓕᵃσ◁ᕃᑲᑐᓕᓂσᕃᒧᑦ ◁ᑐᕃᒪᑲᓵᒥᵇ ᐅᐸᓱᓵᵃᓱᑦ
Δᓕᵃσ◁ᕃᐅᑎᑲᓵᒥᵇ ᓴᒪᒪᖏᑲᓯᓕᒥᵇ ₒₐᓕᕽσᑦ.

◁ᐅᓕᓯᓐᵇᑯᑦ ᑭᐅᓯᓯ◁ᕃᑲᑕᑎᓯ◁ᕃᑲᕃᓄᑲᓯᒪᑕ
ₒₐᓱᓯ◁ᓯᒥᐅᑕᐅᐸσᑦ ᐱᐅᐅᓂᓯ◁ᕃᑲᑲᑎᓄσᵇ ◁ᒪᒪᓄ
ᐱᐅᐅᐸᒪᐸσᵇ, ᑭᵇᑯ◁ ₒₐᓱᓯ◁ᓯᒥᐅᑕσᵇ ᑲᒪᒥᓵᕃᑲᕃᑕᒪᑕ.
YELLOWKNIFE EDUCATION DISTRICT NO 1



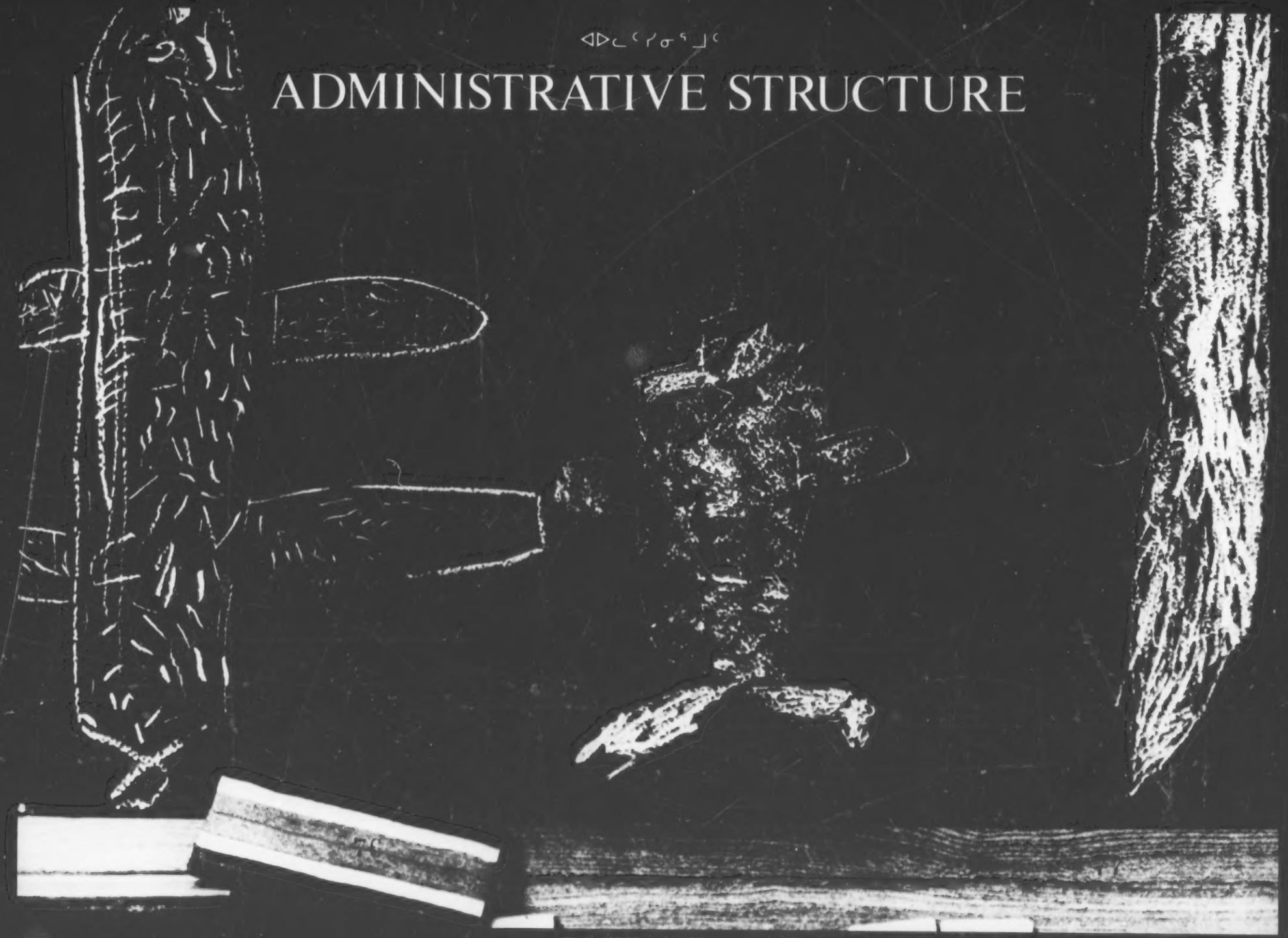
ᐃᓯᒪᓕᓂᐸᑎᓯᒃᑲᐅᔪᓂᒃ

ᐃᓕᓐᓂᐊᕐᓇᑦᑎᐊᓂ

ᐃᓕᓐᓂᐊᕐᓇᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᓇᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᓇᖅᑐᑦ ᐱᔭᕇᖅᑐᑦ ᐃᓕᓐᓂᐊᕐᓇᖅᑐᑦ ᐱᔭᕇᖅᑐᑦ ᐃᓕᓐᓂᐊᕐ

ᐊᐅᓚᓯᓂᒃ

ADMINISTRATIVE STRUCTURE



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ᐊᐅᓪᓗᓯᓂᖅ

ᐅᖃᐅᓯᒪᔪ

ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᕐᓗᒃ ᑲᑎᒪᔨᖅᑕᒃ ᒪᓕᒐᕆᖃᕐᓴᕐᓂᓗᒍ ᑲᓇᑕᒥ, ᓄᓇᕗᑦ ᒐᕐᒪᑐᐊᕐᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᕐᒥᒃ ᒪᒥᓕᖅᖃᕐᓴᐅᓇᖅᑐᓕᕐᒪᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᐅᑦ ᐱᒋᐊᕐᓂᖓᓕᓂᒃ, ᐱᓕᑎᐊᖅᑲᓇᖅᑐᓂᒃ ᓄᓇᓕᖅᓂᒃ 70-ᓂᒃ ᐅᖅᓯᓗᒃᑐᒥᒃᓴᐊᑐᖅᓂᒃ. ᑕᒪᓐᓇ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᕐᓂᒃ, ᐊᑐᐊᒐᖅᑲᒃᓱᓂ ᑲᓇᑕᐅᑦ ᒐᕐᒪᑐᐊᕐᓂᒃᓯᓂ, ᓂᕈ ᐅᖅᑯᓂᖅᓯᓕᐅᖅᑲᒪᓐᓇᖅᑐᒥᒃᓴᑦ ᓄᓇᓕᒃ ᐊᓯᓐᓇᔭᖅᑲᓂᕈᓕᐊᓐᓇᖅᑐᒥᒃᓴᐅᓂᖅ ᐱᒻᒪᕆᐊᖃᖅᑐᑎᓂᐅᑦ ᓄᓇᓕᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᐅᑦ. ᑲᑎᒪᔨᖅᑕᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᕐᓗᒃ, ᐊᑐᐊᒐᖅᑲᒃᓱᓂ ᑲᓇᑕᐅᑦ ᒪᓕᒐᕆᖃᕐᓴᐅᓇᖅᑐᓕᕐᒪᑦ ᓄᓇᓕᒃ ᐊᓯᓐᓇᔭᖅᑲᓂᕈᓕᐊᓐᓇᖅᑐᒥᒃᓴᐅᓂᖅ ᐅᑭᐅᖅᑯᓂᖅᓯᓕᐅᖅᑲᒪᓐᓇᖅᑐᒥᒃᓴᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᐅᑦ

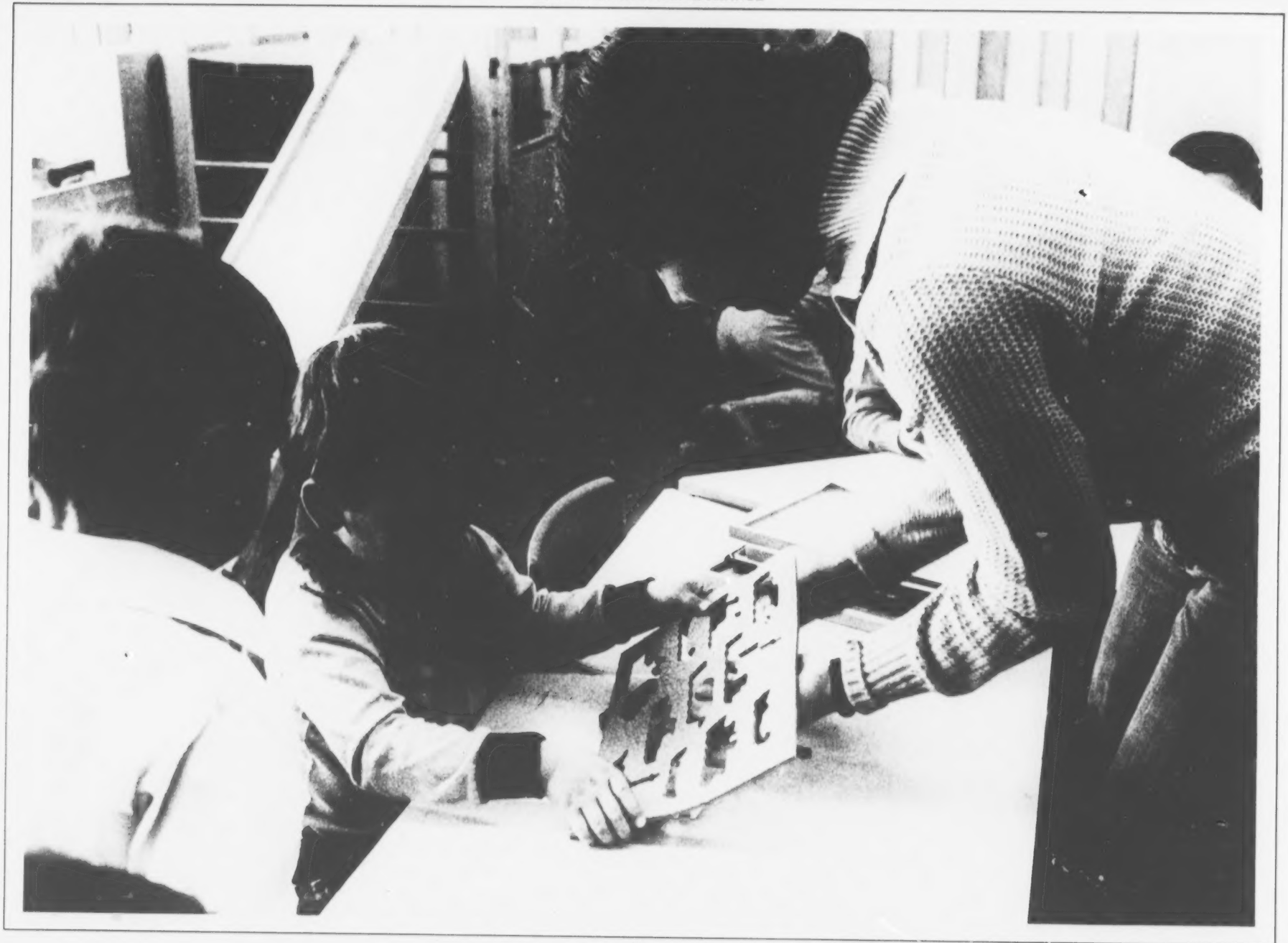
ᓄᓇᕗᒻᒥᒃ ᐱᓕᕆᐊᒃᑲᐅᑎᐊᓕᐅᖅᑭᑦᓯᒪᓕᒃᑕ ᓯᓚ
ᐅᕙᑲᐅᓯᐅᕙᑲᑲᑕᕋᔭᐊᕙᑐᑎᓂᔭᓚᑦ. ᑲᔪᓇᐃᖏᑦ
ᐃᓚᖅᓂᕆᔨᒃᑯᑐᓂᓂᕐᒧᑦ ᐊᐅᓚᑦᓯᓯᐅᕐᓚᑦ ᓯᓚ ᐊᐅᓚᑦᓯᓱᑲᕙᒃᓴᒃᓴᒃᓕᑕ
ᐃᓚᖅᓂᕆᔨᒃᑯᑐᓂᓂᕐᒧᑦ. ᑲᔪᓇᐃᖏᑦ ᐊᐅᓚᑦᓯᓯᐅᕐᓚᑦ
ᐃᓯᒪᓕᒃᓯᔪᓐᓇᖅ ᐊᐅᓚᑦᓯᓚᐅᓇᑐᒃᑲᓱᒃᓴᒃᓕᑕ ᐊᐅᓚᑦᓯᓚᒪᔪᓐᓇᖅ
ᐊᖏᓗᔪ ᐊᐅᓚᑦᓯᓚᒪᓇᑦᓯᓕᕐᓂᖅ ᐊᐅᓚᑕᐅᔨᓂᐊᓱᒃᑕ
ᔫᓂᓴᑦᑕᓴᓗᒃᑕ ᐊᐃᖅᔫᑦᓴᓯᒪᓚᑦ ᐃᓯᒪᑕᑦᓚᐊᑦᓇᖅᑯᓄᑦ,
ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᐃᓯᒪᑕᐅᓚᓄᑦ ᐊᐃᖅᔫᑦᓴᓯᒪᓚᑦᓂ, ᓄᓇᕗᑦ
ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᐱᓕᓂᐊᑦᑐᓴᓇᑦᓴᓂᒃᓴᒃᓕᑕ
ᑭᓇᐅᔨᓂᒃᓗ ᔫᓯᕐᓴᐃᓇᓴᒃᓂᑎᒃ ᐊᒻᒪᓗ ᐃᓄᐃᑦ
ᐃᓕᓴᒃᑯᓯᑦᓯᓇᒃ ᓴᒃᐅᓯᒪᓚᒪᓂᔫᑎᒃ.

ᐊᓴᕐᔪᐃᑦ 20 ᓴᖅᑦᓯᓴᒃᓯᒪᓕᑦᓴᒃᑐᑦ, ᑲᑦᓯᓴᒃᑐᒋᐱᑦᓗᑦ
ᓄᓴᑯᐅᐅᓕᐅᓴᒃᓯᒪᒪᓴᑦ ᐃᓕᓴᕐᓂᖅᓴᑯᐅᐅᓴᒃᑕ ᐊᒻᒪᓗ
ᐱᓕᓂᐊᖏᓴᒃᑲᓴᑯᐅᐅᓴᒃᑕ. ᒪᓇᓗᓕ ᓄᓕᕐᓴᒋᓕᓄᑦ
ᐅᑎᕈᓇᓴᒃᓂᑎᐅᓕᕐᓴᑦᑕ ᑭᓇᐅᔨᓂᒍᑦ ᐃᑲᔪᓴᒃᑕᐅᔪᓇᓴᒃᓂᑎᒃᑕ
ᒪᔪᒪᑲᑯᓇᓄᑦ. ᑭᓯᐊᓂ ᐃᓕᓴᕐᓂᖅᓯᐊᓴᒃᑐᓂᓂᓴᒃ
ᐊᑲᐅᓇᑦᓯᓕᐅᑎᒋᓕᕐᓴᑦᑕ ᒪᔪᒪᑲᑯᓇᓄᑦ. ᑲᑦᓯᓴᒃᑐᒋᐱᑦᓗᑦ

ᑕᐃᓴᓯᒪᓂ, ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ
ᓇᒪᒪᓕᕆᓴᒃᑕᓕᐅᓴᒃᓯᒪᒪᓚᐊᖅᓴᒪᑕ ᐃᓄᐃᑦ, ᑭᓇᐅᔨᓂᒍᑦ ᒪᓕᒃᑲᓕᕐᓂᖅ
ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᐱᓕᓂᐊᖏᓴᒃᑲᓴᑯᐅᐅᓴᒃᑕ
ᑭᓇᐅᔨᓂᒃᓗᓕᒃᑲᓴᑯᐅᐅᓴᒃᑕ. ᑭᓇᐅᔨᓂᒍᑦ ᐃᓄᐃᑦ ᐃᓕᓴᕐᓂᖅ
ᐃᓕᓴᒃᑯᓯᑦᓯᓇᒃ ᑲᓇᐃᔨᓂᒃᓗᑦ ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ
ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᓄᓕᕐᓴᒋᓕᓄᑦ.

ᑕᐃᓴᓯᒪᓂ, ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ
ᓇᒪᒪᓕᕆᓴᒃᑕᓕᐅᓴᒃᓯᒪᒪᓚᐊᖅᓴᒪᑕ ᐃᓄᐃᑦ, ᑭᓇᐅᔨᓂᒍᑦ ᒪᓕᒃᑲᓕᕐᓂᖅ
ᐊᒥᓱᓂ ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᓇᒪᒪᓕᕆᓴᒃᑕᓕᐅᓴᒃᓯᒪᒪᓚᐊᖅᓴᒪᑕ.
ᑲᑎᒪᓂᔾᔪᓂᓴᒃᑕ, ᑐᓴᐅᔭᓴᒃᑐᒃ

ᐅᑭᐅᖅ ᐅᑭᐅᓂᒃ ᓴᒃᑐᓂ ᓴᖅᑦᓯᓴᒃᓯᒪᓕᑦᓴᒃᑐᒃ ᓴᓇᖅᑦᓯᓂᑎᒃᑲᐅᓕᕐᓂ
ᐊᐅᓚᑦᓯᓯᐅᕐᓚᑦ- ᑐᓂᐅᓴᒃᑲᓴᒃᑕᐅᓂᕐᓂᓕᑦᓴᒃᑕᓕᑦᓴᑦ, ᑕᐃᒪᓕ ᑕᒪᓐᓕᓂ ᐃᓕᖅᓱᓕ
ᓂᐅᐅᓂᖅ ᑕᒪᓐᓇᐅᑦᓯᓂᓕ ᑐᓂᐅᓴᒃᑲᓴᒃᑕᐅᓂᖅᑦᓯᓂᒃᑕ ᐱᑲᑎᓴᑯᓴᓗᑦᓯᓗᑦ
ᐊᑐᓴᑯᓇᓴᓗᒃᑕ. ᓯᐅᓴᓴᓴᒃ ᐊᑐᓴᑯᓇᓴᐅᓴᒃᑲᓴᒃᑕᐅᓂᒃᑐᓂᒃ
ᐊᐃᖅᑐᒃᓯᒪᓚᓴᓂ ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᑲᓚᖅᓱᒃᑲᓴᓂᐊᓕᐅᑎᒋᓕᕐᓂᖅ.
ᒪᓕᒃᑲᓕᕐᓂᖅᓴᓇᖅᑐᒃ ᑲᓚᖅᓱᒃᑲᓴᒃᑕᐅᓂᖅᓴᒪᑕ ᑲᓚᖅᓱᒃᑲᓴᒃᑕᐅᓂᖅᓴᒪᑕ
ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᓄᓕᕐᓴᒋᓕᓄᑦ. ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᒪᓕᒃᑲᓕᕐᓂᖅ
ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ ᐃᓕᓴᕐᓂᖅᓯᓚᑦᓯᓂᒃᓗᑦ



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ᐊᒥᐱᕐᓯᓂᐊᖅᑕᐅᓚᖅᑐᖅ, ᑭᓯᐊᓂ ᓯᓚ
ᐃᑲᓴᖅᑲᑦᑐᓴᖅᓗᑎᒃ ᐊᐱᐅᑐᖅᓯᒪᔨᓂ ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ
ᑲᑎᒪᔨᐅᔨᓂᐅ ᐱᓚᓂᐊᕐᓯᓂᐅ ᐅᖅᑲᐅᓯᐅᓯᒪᔨᓂᐅ. ᑕᒃᔨᓂ
ᐅᖅᑲᐅᓯᖅᑲᓂᐊᖅᑐᒍᑦ ᓄᑖᓂᐅ ᐊᑐᖅᑕᐅᓚᖅᑐᓂᐅᖅ:
ᐃᓚᓐᓂᐊᖅᓂᒪᑦ ᐱᓚᓂᔨᐅᓂᐊᖅᑐᓂᐅᖅ, ᒪᖅᓱᖅᓂᐅ
ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᐱᓚᓂᖅᐃᐅᓂᐊᖅᑐᓱᖅᓂᐅ, ᐅᑭᐅᖅᑕᖅᑐᑎ
ᐃᓚᓐᓂᐊᖅᐃᒃᓴᐊᖅᔪᓂᐊᖅᑐᑎᐅᖅ. ᐅᖅᑲᐅᓯᖅᑲᓂᐊᓂᔨᒍᑦ
ᑲᓇᐅᔨᓚᓂᓯᖅᓂᓄᑦ ᐊᖅᑭᑲᓯᓯᐊᖅᑐᐅᓯᖅᑕ ᐊᒃᒪᓗ
ᐊᑐᓚᖅᑎᑕᐅᓯᖅᑕ.

ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᒪᓚᒃᒪᖅ ᐊᖅᑭᑲᓯᓯᐊᖅᑕᐅᓚᐅᖅᓯᒪᖅᑕ
ᔭᓪᓇᐃᖏᐅᑕᓂᑦ ᖃᑲᐅᔨᒪᓇᖅᓯᐊᖅᓄᑎᒃ ᓄᓇᓕᒃ
ᐃᓕᒪᓕᓂᔨᖅᓯᓇᓂᐅᖅ ᐊᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ.
ᑲᑎᒪᑎᓕᓕᓂᓵᑦᒪᑦ, FORT RESOLUTION

ᓄᓇᓕᖅᓂ ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᑲᑎᒪᔨᐅᓇᑦ
ᓯᓇᐅᓕᓐᓇᖅᓯᒋᐅᓂᐅᖅ ᐱᓚᓂᐊᖅᑐᐊᖅᑎᑕᐅᖅᑕᖅᓯᒪᒃᑕ
ᓴᓇᖅᓯᓂᖅᖃᖅᑎᑕᐅᓇᖅᔪᓂ. ᑲᑎᒪᑎᓕᓕᓂᓵᑦᒪᑦ, ᑲᖅᓯᖅᓴᓂᖅᓯᒪᑦ

ᐃᓄᐃᑦ ᐃᓚᖅᓯᑦ ᐃᓕᓴᕐᓇᓇᖅᑎᓵᓯᑦ ᑕᒪᐅᑯᐊ ᓴᓇᖅᓯᓂᑲᐅᐅᓇᑦ
ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᑐᓂᐅᑕᖅᑲᖅᑎᑕᐅᖅᑕᖅᑐᒃᑕᒃᓴᑕ
ᐊᐃᐅᑐᖅᑕᐅᓕᓕᓂᓵᑦ ᐅᕙᓪᓕᐊᓂᓵᑦ ᓄᓇᖅᑭᑦ ᑕᒪᐅᑯᐊ
ᓂᕈᐊᖅᑕᐅᓕᓕᓂᓵᑦ ᓄᓇᖅᑭᓂ ᐃᓕᓴᕐᓕᐅᕈᓇᖅᑐᓂᖅᓱᒪ ᐊᖅᓯᒋᐊᓂᓄᑦ
ᐱᕐᓚᑎᓕᓵᔪ, ᑭᓯᐊᓂ ᐃᓚᖅᓯᑦ ᑕᐃᒪᓇᓇ ᐃᓕᓴᕐᒪᖅᑕᖅᓯᒪᒃᑕ.
ᑲᑎᒪᑎᓕᓴᕐᓯᖅᑕᖅᑎᓵᑕ ᐅᖅᑲᐃᓇᓇᖅᑐᖅᑕᓚᐅᖅᓯᒪᒃᑕ ᑕᒪᐅᑯᐊ
ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᐊᐅᓚᓕᓕᓂᖅᓯᒪᑦ ᐱᓚᓂᐊᓂᔨᖅᓯᒪᑦ
ᑎᑎᕋᖅᑕᐅᓕᓕᓂᖅᓯᐊᓂᖅᓱᒪᒃᑕ ᑐᑭᓯᓇᓕᖅᑎᑕᐅᓵᑎᓄᑦ ᐊᒻᒪᓗ
ᓴᓇᖅᓯᓂᖅᖃᖅᑎᑕᐅᓚᐅᖅᓯᒪᒃᑕ ᓂᕈᐊᖅᑕᐅᓚᓕᓕᓂᓵᑦᒪᑦ
ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᑲᑎᒪᔨᐅᓂᐊᖅᑐᐅᓂᐊᖅᑐᓂᖅ ᑕᒪᐅᑯᐊ ᑲᑎᒪᔨᐅᓇᑦ
ᑲᓚᕐᓯᓂᖅᖃᖅᑎᑕᐅᓚᐅᖅᓯᒪᒃᑕ ᑐᑭᓯᓇᓕᖅᑎᑕᐅᓵᑎᓄᑦ ᐊᒻᒪᓗ
ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᑲᑎᒪᔨᐅᓂᐊᖅᑐᐅᓂᐊᖅᑐᓂᖅ ᑕᒪᐅᑯᐊ ᑲᑎᒪᔨᐅᓇᑦ
ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᑲᑎᒪᔨᐅᓂᐊᖅᑐᐅᓂᐊᖅᑐᓂᖅ ᑕᒪᐅᑯᐊ
ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᑲᑎᒪᔨᐅᓂᐊᖅᑐᐅᓂᐊᖅᑐᓂᖅ ᑕᒪᐅᑯᐊ
ᑲᑎᒪᔨᐅᓇᑦ ᐃᓚᓐᓂᐊᖅᑐᓚᓂᓵᑦᒪᑦ ᑲᑎᒪᔨᐅᓂᐊᖅᑐᐅᓂᐊᖅᑐᓂᖅ ᑕᒪᐅᑯᐊ

Administrative Structure

ᐊᐅᓪᓕᓂᑦᑐᑦ ᐊᑐᓪᑯᓗᐅᕐᓂᖅ 1

ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᒥᓂᑕᐅᕐᓂᖅ ᐋᖅᑭᒃᓱᓂᐊᖅᓴᖅ ᖁᑯᓪᓐᓂᐊᖅ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᑲᒃᑯᐊ ᐊᐅᓪᓕᓂᐊᖅᑐᓂᒃ
ᐃᓪᓐᓂᐊᖅᓯᕆᓂᒃ ᐃᓪᓐᓂᐊᓪᓚᖅᑐᓂ ᔪᓐᓪ 10-ᑦᑎ
ᐃᓪᓐᓂᐊᖅᑐᑦ.

ᑕᐃᒪᓪ ᐋᖅᑭᒃᓱᓂᐊᕐᓗᑦᑐᑦ ᖁᑯᓪᓐᓂᒃ ᐊᐃᒃᑐᖅᓱᒪᓪᓕᓂ ᑲᑎᒪᔨᐅᓂᐊᖅᑐᓂᒃ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ, ᑲᒃᑯᐊ ᐃᓪᓕᖅᑐᓗᓂᒃ ᓄᓪᓕᓯᓂ ᐊᒥᓪᓕᐅᕐᓂᖅ, ᐊᓗᒪᓪ ᐊᐅᓪᓕᑕᐅᓗᓂᒃ ᓄᓪᓕᓯᓂ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᑲᒃᑯᐊ ᐊᐅᖅᑕᐅᓂᕐᑎᑦ ᐊᐃᒃᑐᖅᓱᒪᓪᓕᓂᑦ ᐊᐃᒃᑐᖅᓱᒪᓪᓕᓂᑦ ᓄᓪᓕᐅᕐᓂᖅ ᐃᓄᐃᑦ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᑲᒃᑯᐊ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ, ᐃᓄᐃᑦ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ, ᐃᓄᐃᑦ ᓇᓴᖅᑕᐅᕐᓂᕐᑎᑦ, ᐅᖃᖅᐅᓂᕐᑎᑦ ᐊᒪᓗᓪ ᒪᕐᒪᓕᓂᓯᕆᓂᕐᑎᑦ.

ᐃᓂᒪᓕᐅᑦ ᑲᒃᑯᐊ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᐊᐃᒃᑐᖅᓱᒪᓂᐅᓂᐊᖅᑐᓂ ᒪᓪᒃᓗᑦ ᐃᓄᐃᑦ ᐱᖁᓂᐊᖅᑐᓂᒃᑕᒥᑦ, ᑭᓂᐊᓂᑦᑕᐅᖅᓴᒪᑦ ᐃᓂᒪᓕᐅᑦ ᐋᖅᑭᒃᓱᓂᐊᖅᓴᖅᑕᒥᑦ ᑲᒃᑯᐊ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᐊᐃᒃᑐᖅᓱᒪᓂᐅᓂᐊᖅᑐᓂ ᑭᓂᐊᓂᑦᑕᐅᖅᓴᒪᑦᓇᓴᓂᐊᖅᑐᓂᒃ ᓂᕆᓂᒃᓴᓂᑎᓂ ᐱᓕᕆᔨᓯᑦᑕᒥᑦ ᐊᓂᕆᐳᖅᑕᐅᓗᓂᐊᖅᑐᓴᓂᑎᓂᒃᓂᕆᓂᒃᓴᓂᑎᓂ ᐱᓕᕆᔨᓯᑦᑕᒥᑦ.
ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᐊᐃᒃᑐᖅᓱᒪᓂᐅᓂᐊᖅᑐᑦ ᑲᒃᑯᐊᖅᑕᐅᓂᕐᑎᑦᑕ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᐊᐃᒃᑐᖅᓱᒪᓪᓕᓂᑦ ᐊᓂᒪᓕᐅᑦ ᑕᐃᒪᓪᓕᓂᑦ ᐊᒪᓗᓪ ᑐᓴᕐᓗᓂᐊᖅᑐᓂᒃᑕᒥᑦ ᐱᓕᕆᔨᓯᑦᑕᒥᑦ. ᓄᓇᓪ, ᐅᐊᓪᓚᓂᑦ ᓄᓪᓕᓯᓂ ᑲᒃᑯᐊᖅᑕᐅᓂᕐᑎᑦᑕᐅᓂᐊᖅᑐᓂ ᓂᓪᓕᓐᓂᖅᓴᐅᑎᓂᐊᖅᑐᓂᒃᑕᒥᑦ ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᑦᑐᑦ ᐊᐃᒃᑐᖅᓱᒪᓪᓕᓂᑦ.

ᐃᓪᓐᓂᐊᖅᑐᓪᓚᓂᖅᑐᑦ ᐱᓐᓂᐊᓂᕆᐅᕐᓂᐊᖅᑐᓴᓂᑎᓂᒃ ᓄᓪᓕᓯᓂ ᐊᓂᒪᓕᐅᑦᑐᓪᓚᓂᑦᑐᑦ, ᕼᑎᒪᑎᓂᕐᑎᓂᓪᓕᑦ, FORT MCPHERSON

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ᐊᐅᓪᓚᔪᓂᖅ

ᐊᐱᖓᑐᖅᓯᒪᔨᓂ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᑲᑎᒪᔨᖅᑲᖅᑕᑦ
ᐱᐅᓱᒪᓐᓇᖅᑐᖅᑐᖓ ᑕᒪᖅᑯᐊ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ
ᐅᑲᖅᐅᓯᐅᐅᓴᓐᓇᐊᓐᑕᒃᑯᑦ ᐃᓯᒪᓕᐅᑲᖅᑕᐅᐅᓴᓐᓇᐊᓐᑕᒃᑯᑦᓗ
ᐱᓕᓐᓇᐊᓐᓄᐅᔨᓕᕐᓴᐅᓐᓄᖅ ᐊᐱᖓᑐᖅᓯᒪᔨᓂ ᓴᓗᓇᐃᕐᒥᐅᔪᓕᐊᑐᖅᑐᑎᒍᑦ.
ᑲᑎᒪᓂᔪᓂᔅᓗᒋᑦ, HAY RIVER

ᐱᒋᐊᕐᓂᕐᒥᓂᐅ, ᒪᖅᑯᐊ ᕿᑯᓕᑦ ᐊᐱᖓᑐᖅᓯᒪᔨᓂ
ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᑲᑎᒪᔨᐅᔪᑦ ᐅᑯᐊᕐᒪᓂᐊᑐᖅᓴᑦ:

1. ᕿᑭᑦᑐᖅᓴᓐᒥ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᑲᑎᒪᔨᐅᔪᑦ
ᑲᒪᒋᔭᕐᑲᔅᓂᐊᑐᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ
ᐱᓕᓐᓇᐊᓐᓄᐅᔨᓕᕐᓴᒃᑲᓂᖅ ᕿᑭᑦᑐᖅᓴᓐᒥᓴᑦ ᒥᖅᓯᓂ.

2. BEAUFORT-ᒥ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᑲᑎᒪᔨᐅᔪᑦ
ᑲᒪᒋᔭᕐᑲᔅᓂᐊᑐᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ
ᐱᓕᓐᓇᐊᓐᓄᐅᔨᓕᕐᓴᒃᑲᓂᖅ ᐊᐱᖓᔪᕐᓂᕐᓴᒥ, ᐸᐅᓕᓐᓴᑦᒥ,ᐃᖅᓐᑲᕼᐅᕐᒥ,
ᐊᓕᓗᓐ ᑐᖅᓐᓄᔭᕐᓴᖅᑐᒥ.

3. ᕿᑎᑦᒥᐅᓂ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᑲᑎᒪᔨᐅᔪᑦ
ᑲᒪᒋᔭᕐᑲᔅᓂᐊᑐᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ
ᐱᓕᓐᓇᐊᓐᓄᐅᔨᓕᕐᓴᒃᑲᓂᖅ ᐃᓴᖅᓄᖅᓯᕐᓇᑦᒥ, ᕿᑯᔪᓴᖅᑐᒥ,
ᐅᓴᖅᓯᖅᓄᖅᒥ, ᐅᓄᖅᓴᖅᓄᖅᒥ, ᐊᑦᐱᓕᕐᓴᐊᒥ, ᐊᓕᓗᓐ
ᑕᓄᑦᓴᐊᑦᒥ.

4. ᑭᓴᓕᓴᒥ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᑲᑎᒪᔨᐅᔪᑦ
ᑲᒪᒋᔭᕐᑲᔅᓂᐊᑐᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ
ᐱᓕᓐᓇᐊᓐᓄᐅᔨᓕᕐᓴᒃᑲᓂᖅ ᑭᓴᓕᐅᑦ ᒥᖅᓯᓂ.

5. MACKENZIE-GREAT BEAR-ᒥ
ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᑲᑎᒪᔨᐅᔪᑦ ᑲᒪᒋᔭᕐᑲᔅᓂᐊᑐᖅᑐᑦ
ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ ᐱᓕᓐᓇᐊᓐᓄᐅᔨᓕᕐᓴᒃᑲᓂᖅ ARCTIC RED
RIVER-ᒥ, FORT FRANKLIN-ᒥ, FORT GOOD
HOPE-ᒥ, FORT MCPHERSON-ᒥ, FORT
NORMAN-ᒥ, ᐊᓕᓗᓐ NORMAN WELLS-ᒥ.

6. SOUTH SLAVE LAKE-ᒥ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ
ᑲᑎᒪᔨᐅᔪᑦ ᑲᒪᒋᔭᕐᑲᔅᓂᐊᑐᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑐᖓᓕᓐᓂᔅᓯᒍᑦ
ᐱᓕᓐᓇᐊᓐᓄᐅᔨᓕᕐᓴᒃᑲᓂᖅ FORT RESOLUTION-ᒥ,
SNOWDRIFT-ᒥ, HAY RIVER-ᒥ, PINE
POINT-ᒥ, ᐊᓕᓗᓐ FORT SMITH-ᒥ.

Regional education boards would be a good idea where issues could be discussed and solved at the regional level rather than all at Yellowknife. *Public Hearing, Hay River.*

Initially, the ten divisional boards of education shall be:

1. The Baffin Education Division will be responsible for all education programs offered in the Baffin region.

2. The Beaufort Education Division will be responsible for all education programs in Aklavik, Paulatuk, Sachs Harbour, and Tuktoyaktuk.

3. The Kitikmeot Education Division will be responsible for all education programs in Cambridge Bay, Coppermine, Gjoa Haven, Holman Island, Pelly Bay, and Spence Bay.

4. The Keewatin Education Division will be responsible for all education programs in the Keewatin region.

5. The Mackenzie-Great Bear Education Division will be responsible for all education programs in Arctic Red River, Fort Franklin, Fort Good Hope, Fort McPherson, Fort Norman, and Norman Wells.

6. The South Slave Lake Education Division will be responsible for all education programs in Fort Resolution, Snowdrift, Hay River, Pine Point, and Fort Smith.

7. The Southwest Education Division will be responsible for all education programs in Fort Simpson, Fort Liard, Jean Marie River, Nahanni Butte, Trout Lake, Wrigley, Tungsten, Lac la Martre, Rae Lakes, Snare Lakes, Rae-Edzo, Fort Providence, and Detah.

8. The Inuvik Education Division will be responsible for all education programs in Inuvik.

9. The Yellowknife Education District No. 1 will become a divisional board of education.

10. The Yellowknife Education District No. 2 will become a divisional board of education.

Administrative Structure

7. SOUTHWEST-Γ Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳᐅᓪᓕ ϧᒪᑭᐳᖏᓂᐊᐅᒐᑐᓕ Δcªσᐊᐅᒐᓪσˢᒧᶜ Λᓪᓀᐊᓀᐳᐅᓪᓕᒪσᵇ FORT SIMPSON-Γ, FORT LIARD-Γ, JEAN MARIE RIVER-Γ, NAHANNI BUTTE-Γ, TROUT LAKE-Γ,WRIGLEY-Γ, LAC LA MARTRE-Γ, RAE LAKES-Γ, SNARE LAKES-Γ, TUNGSTEN-Γ, RAE EDZO-Γ, FORT PROVIDENCE-Γ, ᐊᒪᒐ DETAH-Γ.

8. Δ˚ᔅᐱˢΓ Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳᐅᓪᓕ ϧᒪᑭᐳᖏᓂᐊᐅᒐᑐᓕ Δcªσᐊᐅᒐᓪσˢᒧᶜ Λᓪᓀᐊᓀᐳᐅᓪᓕᒪσᵇ Δ˚ᔅᐱˢΓ.

9. YELLOWKNIFE EDUCATION DISTRICT NO. 1 Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳªˢᒧᶜσᐊᐅᒐᑐᓕ.

10. YELLOWKNIFE EDUCATION DISTRICT NO. 2 Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳªˢᒧᶜσᐊᐅᒐᑐᓕ.

ᓂᓇᓕᐊᐅΓ ᓂᓇᑦᒪᓕ Δᑦᐅᑎᑕᐅᐳᓕ ᐊᐃᵇᑐᐅᓕᒪᓪᓕσ Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳᐅᓪᓕᓂᓕ Δᑦᐅᑎᑕᐅªˢᑎᑕᑐᓕᓐᓕσ ᓀσᑭᓪᐊᐅᒐᓕ, ᐅˢᒃᓕᓕᓪᐊᐅᒐˢᒃᒪᓂᓕ ᓂᓇᑦᒪᓕσᑦ ᓂᓇᓕᐊᐅΓ. Δcªσᐊᐅᒐᓪσᓕˢᒃᒪᑦ ϧᒪᑭᐳᐅσᐊᐅᒐᑦᑦ ᖁᑭᓂᖁᓐᓕᑦ ᐅᑦᓪᓚˢᓂᓕ ᑭᓪᓕᓪᐊᐅᒐᓪσᑦ ϧᑎᒪᐳˢᑎªσᑦ ᐊᑭᐅᓪᓚᑎᐅᓂᐳᓕᒪᑦ. ᓀσᑭᓪᐊᐅᒐᑎᐅᑦ Δcᑎᐳᐅᑦᓕˢᒃᒪᑦ ᑯΔᐸˢΓᐅσᓕ, Δcªσᐊᐅᒐᓪσᓕˢᒃᒪᑦ ᐊᐅᓪᑕᐅᑦᓕσᑦᓕᑦ ϧᑎᐱˢΓᐅᑦ Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳˢᑎªσᑦ ᑲªᓪᑐᓕᑦᓕσᑦ, ᐃᑦᐳᑲᑦᑕᐅᓪσ ᑲªᓪᑐᓕᑦᒧᓪᓕᑦ Δcªσᐊᐅᒐᓪσᓕˢᒃᒪᑦ Γσᑦᑕˢᒃᒪªσᑦ, ᓀσᑭᓪᐊᐅᒐᑎᐅᑦ ᐊᑭᒪᓪ ϧᑎᐱˢΓᐅᑦ ϧᑎᒪᐳˢᑎªσᑦ.

Δcªσᐊᐅᒐᓪσˢᒧᶜ Lᓕᒪᐃᶜ ᓂᓇᑦᒪᓕΓ Lᓕᑭᓪᑎᑦ ᓂᓇᑦᒃσ Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳᕆᓐᖏᑲªᓇˢᒪᑕ, ᐊᑭᒪᓪ ϧᑎᒪᐳˢᖏᑲªᓇˢᒪᓪᑎᵇ (Δcªσᐊᐅᒐᓪσˢᒧᶜ Lᓕᒪᐃᶜ Δcˢᒪªσ 5-Γ 53-ᒧᶜ), ᑭᒪᐊσ ᐊᐃᵇᑐᐅᓪᓕᒪᓕσ ϧᑎᒪᐳˢᖏᑲªᓇˢᒪᐱˢᒪᒪᑕ. ᒪªᓇᐅᐳᓕᐅ, ᖁᑭᓂᖁᓐᓕˢᒃᒪᑦ, ᑭᓕᓂᓕΓ ᐊᑭᒪᓪ ᖁᑎᕆΓᐅσ Δcªσᐊᐅᒐᓪσˢᒧᶜ ᐅˢᖏᐅᐳᐳᐅᐳᓪᓕᑎᵇ ϧᑎᒪᐳˢᖏᖁᓐᒪᓪᐊᐅᒐᑦ.

ᓂᓇᑦσ Δcªσᐊᐅᒐᓪσˢᒧᶜ ϧᑎᒪᐳᕆᓐᖏˢᒧᶜ ϧᑎᒪᐳˢᑎªσᓂᓕ ᐅˢᖏᖁᓐᑕᓀᐊᐅᒐˢᒪᑕ ᐊᐃᵇᑐᐅᓪᓕᒪᓕσ ϧᑎᒪᐳᑦᑦᑎªσᓂᓕ ᒪᑦᐅᒐᑦ

The ten education divisions recommended here include all the communities in the Northwest Territories except Sanikiluaq, a community on the Belcher Islands remote from other communities in the Northwest Territories. To administer education there from either the Baffin Division or the Keewatin Division would be extremely expensive. Because the people of Sanikiluaq are related to Inuit of northern Quebec, we recommend that educational services there be provided by the Kativik School Board of Quebec through a renewable, limited-term contract negotiated between representatives of the Minister of Education, the people of Sanikiluaq, and the Kativik School Board.

The Education Ordinance and Regulations provide for community-level advisory school committees, school societies, and school boards (Sections 5 to 53), but they make no provision for regional organizations. At present, the Baffin, Keewatin, and Central Arctic regions have operating regional advisory groups.

Whereas the concept that local involvement would lead eventually to local control appears, at first glance, to be a generous form of decentralization and devolution of power, in reality this concept promotes the development of administrative units that are too small, in most cases, to ever become the truly independent units or education boards provided for by Sections 23 to 53 of the present Ordinance. To be educationally efficient and financially viable, an education division must have the power:

- to offer instruction to all of its students, including instruction for students with special needs;
- to provide opportunities for adult education and for continuing education;
- to provide instructional staff with required levels of professional support and stimulation;
- to provide career opportunities for staff;
- to have budgetary flexibility sufficient to deal with emergencies and unusual circumstances; and
- to purchase supplies and equipment in volumes that achieve economies of scale.

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ᐊᐅᓚᑦᓯᓂᖅᓯᒪᔪᑦ

ᐊᐃᐅᑐᑦᓯᒪᔪᑦ ᑲᑎᒪᓕᕐᓂᑦ ᖃᐅᔨᓕᐃᓐᓇᑦᓂᐊᕐᓕᒪᑦ ᖃᐅᔨᓴᓚᐅᑦᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐅᓇᓱᒋᑦ. ᑲᑎᒪᑎᓕᒫᑎᓪᓗᒍᑦ, HAY RIVER-ᒥ

ᓄᓇᕗᑦ ᐃᓚᐅᑦᖃᑦᑕᒥᐅᓐ ᐱᖓᓱᓚᐊᔪᓄᑦ ᖃᐅᔨᓴᓇᓕᕆᔨᒃᑯᑦᑐᑦᓯᔪᓐᓇᖅᑐᓂ, ᑭᓯᐊᓂ ᒐᕐᑯᐊ ᖃᒪᓕᕆᔨᖃᑦᑕᐅᑎᒃᑲᓇᑕᖃᑦᑕᒥᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᐅᓚᑦᓯᓂᐅᔪᓂᒃ ᐊᓯᐅᓪᓗᒍᑦᑐᖅᑐᓂ ᓄᓇᕗᓂᒃ ᐊᐅᓚᑦᓯᓂᐅᔪᓂᒃᐱᐅᓯᔪᓐᓇᖅᑐᓂ ᑕᒪᑦᖃᒃᑯᒃ ᐅᑦᖃᒃᑯᓯᒪᔪᑦᑐᒃ ᐃᓚᓂᐅᔪᓂᒃᓴᓕᒥᐅ ᓕᓐᒪᐅᑦ ᐃᓚᖅ 23-ᒥᑦ 53-ᒧᑦ. ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐊᔪᕐᓯᖃᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᓪᓚᓗ ᐱᓇᐅᔨᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ

- ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᑐᓴᕐᓂᖅᑐᓂ, ᐃᑲᔪᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ,

- ᐃᓐᓇᑦᓯᒃ ᐃᓚᖃᓂᐊᕐᓯᒪᔪᑦᓯᒃ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐊᓪᓚᓗ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᐊᖏᓐᓇᖅᑐᓂ,

- ᐱᓕᕆᔨᒋᐊᕐᓇᓕᓐᓂᖅ ᑲᑎᒪᔨᓴᕐᔪᓐᓇᖅᑐᓂᑲᑎᒪᔨᓴᕐᓂᐊᕐᓕᒪᑦᑐᓂᒃ ᐅᑭᐊᓕᓐᓂᖅᑐᓂ ᐊᔪᕐᓯᐅᑎᒃᑲᓇᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᑐᓕᕆᔨᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᓪᓚᓗ ᐱᓕᕆᔨᒋᐊᕐᓇᓕᓐᓂᖅᑐᓂ,

- ᐱᓕᕆᔨᓴᓕᒥᐅᓂᖅ ᐱᓕᕆᔨᒃᑲᓇᑕᒪᓕᕆᔨᓴᓕᒥᐅᓂᖅᑐᓂ,

- ᐱᓕᕆᔨᓴᓕᒫᑎᓪᓗᒍᑦ ᐊᑐᓕᕆᔨᒃᑲᓇᑕᒪᓕᕆᔨᓴᓕᒥᐅᓂᖅᑐᓂ ᐃᓕᓴᕆᔨᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᓪᓚᓗ ᐃᓕᓴᕆᔨᒋᐊᕐᓇᓕᓐᓂᖅᑐᓂ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᓪᓚᓗ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ

ᐊᒥᓱᑦ ᐃᓱᒪᓕᕆᔨᒃᑲᓇᑕᒪᓕᕆᔨᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐊᐃᐅᑐᑦᓯᒪᔪᑦ ᑭᓚᐅᓴᓕᒥᐅᑦ ᐃᓕᓴᕆᔨᒋᐊᕐᓇᓕᓐᓂᖅᑐᓂᒃᑲᓇᑕᒪᓕᕆᔨᒃᑲᓇᑕᒪᓕᕆᔨᒃ, ᐃᓱᒪᔾᔪᑎᒃ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅ 1,000-ᓂᒃ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᑲᑎᒪᔨᓴᕐᓂᖅᑐᓂᐊᕐᓕᒪᑦᑐᓂᒃᑲᓇᑕᒪᓕᕆᔨᒃ. ᒐᕐᑯᐊ BEAUFORT, ᐃᓄᐃᑦ, ᐊᓪᓚᓗ MACKENZIE-GREAT BEAR ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᑲᑎᒪᓕᕆᔨᒃ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂᐊᕐᓕᒪᑦᑐᓂᒃᑲᓇᑕᒪᓕᕆᔨᒃ 1,000 ᒥᓂᓪᓗᒍᑦ, ᑭᓯᐊᓂ ᑕᒪᓐᓇ ᐅᓴᐃᓱᓂᕐᓯᐊᓕᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ, ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐊᐃᐅᑐᑦᓯᒪᔪᑦᓴᓕᒥᐅᓂᖃᑦᑕᒥᐅᑎᒃᑲᓇᑕᒪᓕᕆᔨᒃ ᐃᓚᖃᓂᐊᕐᑐᑦᓯᔪᓐᓇᖅᑐᓂᐊᕐᓕᒪᑦᑐᓂᒃᑲᓇᑕᒪᓕᕆᔨᒃ

Administrative Structure

ᐊᐅᓪᓗᓂᑦᔪᑦ ᐊᑐᓪᓂᖅᐳᖅᓯᒪᔨᓂ 2

ᑕᒪᕐᒥᒃ ᐊᐃᓕᐅᑐᖅᓗᒪᔨᓂ ᐃᓕᓴᕆᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᑲᑎᒪᔨᐅᔨᑦ ᐱᓕᓚᐅᒡᓕᖅᑎᑕᐅᓂᐊᖅᐳᑦ ᐊᐅᓪᓗᓂᑦᓗᓂᐊᖅᑐᓂᒃ ᑲᒪᒋᔭᖅᑲᓂᐊᖅᑐᓂᒃ, ᐊᒪᓚᓗ ᐊᑐᓪᓂᖅᑎᓗᓂᐊᖅᑐᓂᒃ ᐃᓕᓴᕆᓂᐊᕈᑎᒡᒪᓂᒃ.

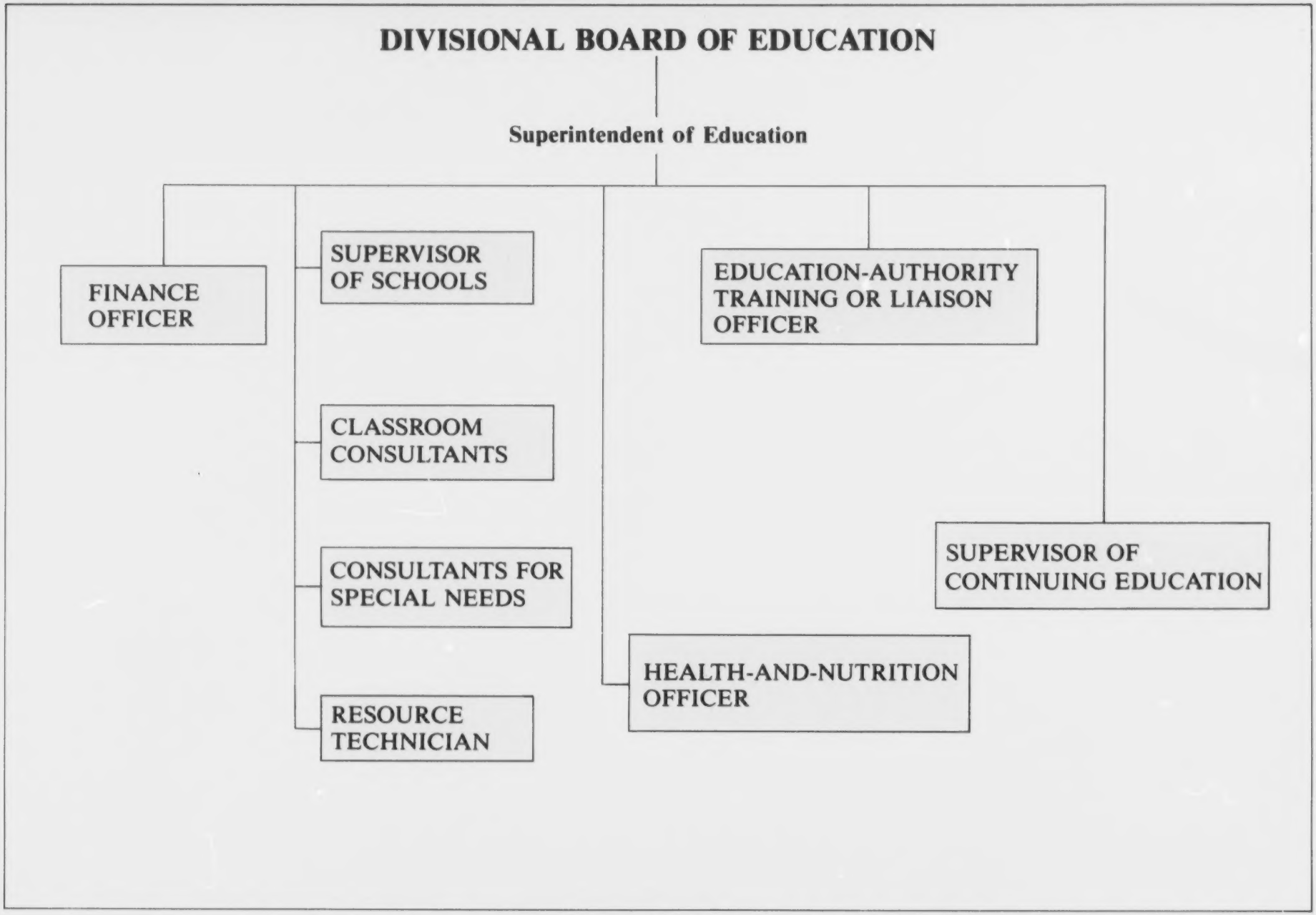
ᑕᒪᕐᒥᒃ ᐊᐃᓕᐅᑐᖅᓗᒪᔨᓂ ᐃᓕᓴᕆᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᑲᑎᒪᔨᐅᔨᑦ ᓇᒃᒪᓂᕐᑐᖅ ᐃᓗᒪᓕᐅᔪᓂᐊᖅᑐᓂᕐᒪᑕᒪᓐᓇᓕᒫᑦ ᐱᐅᓪᓗᐱᒻᒪᕆᐊᖅᑐᓂᒃ ᐱᓕᓚᐅᖅᑕᐅᓂᐊᖅᑐᓂᒃ. ᑕᐃᒃᑯᐊ ᐃᓕᓴᕆᓂᐊᖅᑐᔪᓂᖅᑲᓂᐊᖅᑐᓂᒃ 1,000 ᐅᖃᓗᒍᓂ ᐅᑯᓂᖅᓱᒃ ᐱᓕᓚᐅᖅᑲᓂᐊᖅᑐᓂᑦ, ᐃᓕᓴᕆᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᐃᓗᒪᑕᐅᓂᐊᖅᑐᓂᒃᑎᒃ, ᐱᓇᐅᔨᓕᓚᐅᐅᓂᐊᖅᑐᓂᒃᑎᒃ, ᐃᓕᓴᕆᓂᐊᕐᓂᖅᓱᓂ ᑲᒪᒋᐅᔨᓕᕆᔨᒃᑎᒃ ᐅᓴᖏᓐᓂᒍᓂ ᐊᐅᓪᓗᐱᒻᒪᕆᐊᖅᓯᒪᔨᓂ ᐃᑲᔪᖅᑐᐅᓂᐊᖅᑐᓂᒃᑎᒃ, ᐃᓕᓴᕆᓂᐊᕐᓂᖅᓱᓂ ᐃᑲᔪᖅᑎᑎᐅᓂᐊᖅᑐᓂᒃᑎᒃ, ᐃᓗᒪᑕᐅᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᐃᑲᔪᖅᑎᑎᐅᓂᐊᖅᑐᓂᒃᑎᒃ, ᐱᓕᓴᕆᓂᐊᖅᑐᓂᒃᑎᒃ, ᐃᓗᒪᑕᐅᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᐃᑲᔪᖅᑎᑎᐅᓂᐊᖅᑐᓂᒃᑎᒃ ᐅᓴᖏᓐᓂᒍᓂ ᐅᖃᐅᔨᓴᐅᓂᐊᖅᑐᓂᒃᑎᒃ, ᐊᓐᓄᓂᐊᖅᑕᐃᓕᓴᕆᓂᐊᕐᓂᖅᓱᓂ ᐱᓕᓚᐅᖅᑲᓂᐊᖅᑐᓂᒃᑎᒃ, ᐊᒪᓚᓗ ᐃᓐᓇᐃᑦ ᐃᓕᓴᕆᓂᐊᖅᑐᓕᓚᓂᕐᒪᓐᓇᓕᒫᑦ ᑲᒪᒋᔭᖅᑲᓂᐊᖅᑐᓂᒃᑎᒃ. ᒥᑭᓂᖅᓱᐃᑦ ᐊᐃᓕᐅᑐᖅᓗᒪᔨᓂ ᐃᓕᓴᕆᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᑲᒪᒋᔭᖅᑲᓂᐊᖅᑐᓂᒃ ᐱᓇᐅᔨᓕᕆᔨᒃᑎᒃᓕᖅᑐᓂᒃᑎᒃ ᐅᑭᐅᒍᑦ ᐊᑕᐅᓯᓚᑦ ᐱᓕᓚᐅᖅᑕᐅᓂᐊᖅᑐᓂᒃᑎᒃ.

ᐊᐃᓕᐅᑐᖅᓗᒪᔨᓂ ᐃᓕᓴᕆᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᑲᒪᒋᔭᖅᑲᓂᐊᖅᑐᓂᒃ ᓂᕆᐊᖅᑕᐅᑲᓯᒪᔨᓂᑐ ᐅᓇᓕᓴᕆᓂᐊᖅᑐᓂᒃ ᐊᐃᓕᐅᑐᖅᓗᒪᓴᐅᓴᐅᓂᑐ. ᐸᑐᑯᓴᕆᓂᐊᖅᑐᓂᒃ ᐊᐃᓕᐅᑐᖅᓗᒪᔨᓂ ᐃᓕᓴᕆᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᑲᒪᒋᔭᖅᑲᓂᐊᖅᑐᓂᒃ ᐊᑎᒋᓴᕆᓂᐊᖅᑐᓂᒃ ᒪᓕᓴᕆᓂᐊᖅᑐᓂᒃ ᐃᓄᐃᑦ ᐅᓇᓕᓴᕆᓂᐊᖅᑐᓂᒃ ᑕᒪᐃᓐᓇᑦ ᐊᑕᐅᓯᖅᑐᑦ ᑭᒪᔨᖅᑕᐅᓂᐊᖅᑐᓂᒃ ᐊᒪᓚᓗ ᐅᓇᓕᓴᕆᓂᑦ ᐊᑕᐅᓯᖅᑐᑦ ᑭᒪᔨᖅᑕᐅᓂᐊᖅᑐᓂᒃᑎᒃᓕᖅᑐᓂᒃᑎᒃ ᐱᓕᓚᐅᖅᑕᐅᓂᐊᖅᑐᓂᒃᑎᒃ ᐱᓕᓴᕆᓂᐊᖅᑐᓂᒃᑎᒃ ᐃᓗᒪᑕᐅᓂᐊᖅᑐᓕᓚᓂᕐᒪᑦ ᑲᒪᒋᔭᖅᑲ

ᐊᐅᓚᑦᓯᓂᖅ

ᐊᐱᕆᑐᖅᓯᒪᔨᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᓕᕆᓂᖅᓯᖏᓐᓄᑦ ᑲᑎᒪᔨᐅᑉᐳᖅᑎᑦ

Administrative Structure



ᐊᐅᓚᑦᓯᓂᒃ ᐊᑐᓕᕐᓂᐊᕐᓇᖅ 3

ᓄᓇᕗᒻᒥᑦ ᑭᒃᑯᓕᕐᑐᑎᓂᐊᕐᑐᑦ
ᒪᓕᒐᓱᐃᓂᖅ ᐊᐱᖓᑕᕐᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ
ᑲᑎᒪᔨᐅᔪᓂ.

ᒪᓕᒐᓱᐃᓕ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᐅᔪᑦ
ᑭᒃᑯᓕᕐᑐᐃᓇᑦᑕᒃᓂᐊᕐᑐᑦ ᓄᓇᓕᒫᑎᓯᒪᔭᕐᓗᓂᓱᓂᖅ ᐊᒻᒪᓗ
ᑲᑎᒪᔨᐅᔪᓚᒻᒥᑦ ᐱᓕᕆᐊᖃᓕᐅᕆᓚᐊᓇᓕᖅᑐᑦᑐᓂᖅ ᑲᑎᒪᔨᓄᑦ
ᐃᑲᔪᕐᓗᐊᕆᐊᓇᖅᑐᑦ. ᒪᓂᖅᓄᓱᒃ ᐊᐱᖓᑕᕐᓯᒪᔪᓂ
ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᓱᕈᓐᓄᑦ ᓂᕈᐊᕐᑐᑕᐅᓂᐊᕈᓂ
ᓄᓇᓕᓱᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᐅᕆᓚᐊᓇᓕᖅᑐᑦᑐᓂ
ᓂᕈᐊᕐᑐᑕᐅᓕᓚᑎᑎᓐᓄᑦ.

ᑕᒪᕆᐅᒃ ᐊᐱᖓᑕᕐᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᐅᔪᓂ
ᐊᓕᒐᓗ ᓄᓇᓱᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᐅᔪᓂ
ᒪᓕᒐᓴᕆᓚᐊᓇᓕᖅᑐᑦᑐᓂ ᐊᓕᒐᓗ ᐱᓕᕆᐊᖃᓕᐅᕆᓚᐊᓇᓕᖅᑐᑦᑐᓂ
ᐅᓴᐅᔨᓯᒪᔪᓚᑎᑎᓐᓄᑦ. ᓄᓇᕗᒻᒥᑦ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ
ᒪᓕᒐᓱᐃᓕ ᐊᐱᖓᑕᕐᓯᒪᔪᓂ ᑲᑎᒪᔨᐅᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ
ᑲᑎᒪᔨᐅᔪᓂ ᓄᓇᓱᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᐅᔪᓂ
ᐊᓕᒐᓗ ᓄᓇᓱᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᐅᔪᓂ
ᐅᓴᐅᔨᓯᒪᔪᓚᑎᑎᓐᓄᑦ ᐊᐱᖓᑕᕐᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ
ᑲᑎᒪᔨᐅᔪᓂ ᐊᐱᖓᑕᕐᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᓕᕆᓂᒃᑯᒃ ᑲᑎᒪᔨᐅᔪᓂ

Administrative Structure

ᐊᐅᓪᓕᓐᓂᕐᒧᑦ ᐊᑐᓪᓚᐅᐅᓪᓗᖅ 4

ᐃᓪᓐᓂᐊᖅᑐᓄᓂᕐᒧᑦ ᐱᓄᕐᐅᓪᓗᓇᖅᑕᑦ
ᓄᓪᓯᒃᓂ ᐱᓄᕐᕈᒪᐅᖅᓴᖅᑕᓪᓂᐊᖅᓴᑦ
ᐊᐃᖅᑐᖅᓯᒪᓪᓗᓂ ᐃᓪᓐᓂᐊᖅᑐᓄᓂᕐᒧᑦ
ᑲᑎᒪᓕᐅᓪᓗᓂᓪ.

ᐊᐃᖅᑐᖅᓯᒪᓪᓗᓂ ᐃᓪᓐᓂᐊᖅᑐᓄᓂᕐᒧᑦ ᑲᑎᒪᓕᐅᓪᓗᑦ
ᐃᑲᓪᓗᑕᐅᖅᑲᓴᑕᓴᓐᒪᓗ ᖃᑲᓄᑐᐃᓐᓇᖅᑐᑦ ᐃᓪᓐᓂᐊᖅᑐᓄᓂᕐᒧᑦ
ᐊᓪᒪᓗ ᑭᓇᐅᓴᖅᑭᖅᑎᑕᐅᖅᑲᓴᑕᓴᓂᐊᖅᓴᑦ ᓄᓪᓯᑦᓂ
ᐃᓪᓐᓂᐊᖅᑐᕐᓴᕐᓂᓐ ᐊᓪᒪᓗ ᐃᓐᓇᐃᑦ ᐃᓪᓐᓂᐊᖅᑐᕐᓴᕐᓂᓐ
ᐱᓄᕐᓂᑭᓐᓇᓴᐅᓕᕐᓂᓪ.

ᒪᓐᓇᐅᓪᓗᖅᑐᑦ, ᑲᓗᓇᐃᖏᓪ ᒪᖅᑐᓴᑦ ᐃᓪᓐᓂᐊᖅᑐᓴᑦ
YELLOWKNIFE EDUCATION DISTRICT NO. 1
ᐊᒪᓗᓗ 2 ᐊᐅᓪᑕᐅᓪᓚᑦᓴᒪᑦ ᓂᕆᐊᖅᑕᐅᕐᒧᓪᓚᓪᓂᑦ
ᑲᑎᒪᓕᐅᓪᓚᓂᑦ ᓄᓪᓯᕐᒧᓪᓚᒥᒃ. ᐱᓄᕐᕈᒪᐅᖅᓯᒪᒥᓴᕐᓂᑦ
ᐱᓄᕐᕈᒪᐅᖅᑐᓴᒪᑦ ᒪᑉᐅᓇᓴᓴᒪ ᐃᓪᓐᓂᐊᖅᑐᓄᓂᕐᒧᑦ
ᑲᒪᑎᐅᓪᓚᓂᑦ, ᑭᕐᒧᐊᓂ ᒪᑉᐅᐊ ᐱᓄᕐᕈᒪᐅᖅᓯᓪᓚᑦ ᐃᓪᓕᔪᓂᑦ
ᑲᑐᐅᓴᖅᑎᑭᓴᓐᓇᓪᓂᑦ ᓄᓪᓯᕐᒧᐊᖅᑎᒥ ᐃᓪᓕᐅᒪᓴᒪᑦ. ᑕᐃᒪᓪ
ᐊᓪᓚᓴᕐᓂᓕᕐᓂᓂᐅᓪᓚᓂᓐ ᐅᓪᓴᓐᓇᓂᓐ ᐱᑉᐅᓪᓚᖅᓇᓴᐅᑐᓂᓐ
ᓴᖅᑭᑭᓪᑕᐅᕐᒧᓪᓚᓂᓐ ᑲᑐᐅᓴᖅᑎᑭᓂᓐ ᓄᓪᓯᖅᑲᖅᑎᑭᕐᓂᑕᐃᓪᓚᓴᒪᓐᓇᑦ,
ᐊᒪᓗᓗ ᐊᕐᓇᓴᓐᓇᖅᑐᓴᖅᑲᖅᑭᖅᓴᑦ ᐊᐅᓪᓴᑦᓇᐅᓂᓐ ᐱᓪᓚᑎᓕᐃᓐ
ᓄᓪᓯᕐᒧᐊᖅᑎᒥ ᐃᓪᓕᔪᓂᑦ ᑲᑎᒪᓕᐅᓪᓚᓂᑦ
ᐊᐱᓪᓴᖅᑲᖅᑭᓴᓂᐊᖅᓴᑦᓇᓐ.

ᐊᐃᖅᑐᖅᓯᒪᓪᓗᓂ ᐃᓪᓐᓂᐊᖅᑐᓄᓂᕐᒧᑦ ᑲᑎᒪᓕᐅᓪᓚᓂᑦ
ᐱᓄᕐᐊᓂᓱᓕᕐᓂ ᐅᑯᐊᖅᔪᓂᐊᖅᓴᑦᓇᓐ:

- ᑲᑎᒪᓕᖅᑲᓴᑕᓴᓂᖅ ᑲᑎᒪᓐᓇᓱᓕᓂ ᓇᓪᓕᖏᓕᓂ,
- ᖃᐅᐅᓕᖅᑲᓴᑕᓴᓄᖅ ᐃᓪᓐᓂᐊᖅᑐᓂᕆᐊᑎᐅᓂᐊᖅᑐᓴᓐᓇᑦ,
- ᐋᓴᖅᑭᓐᓂᕐᓴᖅᑲᖅᑭᖅᓴᓂᖅ ᐅᑭᐅᖅ ᐊᑕᐅᕐᓴᑦ ᑭᓐᓇᐅᓱᓂᖅ
ᐊᑐᕎᓱᖅᑲᖅᑕᒥᓴᓂᖅ,
- ᑲᒪᕈᓱᖅᑲᓴᓄᖅ ᑭᓐᓇᐅᓱᐃᑦ ᐊᑐᖅᑕᐅᓂᖏᓪᓂᓂᖅ,
- ᐱᓄᕐᕈᒪᓴᓂᖅᑎᑦ,
- ᐊᐃᖅᑐᖅᓯᒪᓪᓗᓂ ᐃᓪᓐᓂᐊᖅᑐᓐᓇᑦ ᓇᓕᖅᑕᖅᑕᖅᑕᒪᓴᓂᖅ
ᐊᐅᓪᓚᓂᕐᒧᓪᓚᖅᑎᑦ, ᐊᒪᓗᓗ
- ᓄᓪᓯᓴᓂ ᐃᓪᓐᓂᐊᖅᑐᓄᓂᕐᒧᑦ ᑲᑎᒪᓕᐅᓪᓚᓂᑦ
ᐃᓪᓕᐅᑎᑕᐅᓇᓕᖅᑕᖅᑕᓄᖅ ᓄᓪᓯᓴᑯᑎᖅᑕᑦ ᐊᒪᓗᓗ
ᐃᓪᓐᓂᐊᖅᑐᓴᐃᖅᑕᑦ ᐱᓄᕐᕈᒪᐅᖅᓴᖅᑲᖅᑭᓴᓂᖅ.

employment of staff for community education, including both in-school education and adult education.

At present, Yellowknife Education Districts No. 1 and No. 2 are the only educational units in the Northwest Territories controlled by elected boards. All of their staff are employed by the two districts, but these employees belong to the same professional association as other teachers in the Northwest Territories. It is our intention that any rights or privileges gained through the collective bargaining process not be violated, and that wherever change is necessary because of our recommendations, the cooperation of the Northwest Territories Teachers' Association will be sought.

A divisional board's activities will include:

- holding regular board meetings;
- reviewing education programs;
- preparing an annual estimate of revenue and expenditure;
- responsibility for the expenditure of all monies;
- recruitment and appointment of staff;
- administration of student residences within the division; and
- enabling education authorities in the communities to participate actively in decisions that will affect their community and school.

ᐊᐅᓚᑦᓯᓂᓴᒍᑦ ᐊᑐᓕᕐᑯᐅᐅᓚᕐᓂᑦ 5

ᐊᐱᖅᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᑲᑎᒪᓕᐅᕈᓚᕐᓂ ᐊᖏᕐᕋᐅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᒥᓂᔅᑕᐅᕈᒥᑦ ᐋᕐᑭᑭᓯᒪᑦᑕᑦᓂᐊᕐᑐᖅᓴᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐅᕈᓚᕐᓂ ᐊᑯᓂᐅᓂᖏᓐᓂᖅ ᐅᑭᐅᖓ ᐅᑯᐊ ᐅᔨᓴᐃᑦ ᐊᑯᓂᖏᓐᓂᖅ 170-200.

ᐃᓕᓴᕐᓂᐊᕐᓂᓕᕆᕐᑐᖅᓴᑦ ᐅᔨᓴᐃᑦ 200, ᓯᑎᐱᓚᒥᑦ ᓱᓂᒍᑦ ᑲᓇᑕᐅᑦ ᐊᐱᖅᑐᖅᓯᒪᔪᓂᖏᓐᓂ ᐊᑐᖅᑕᐅᓕᕆᕐᑐᖅᓴᓕᖅᑐᐊᕐᑐᖅᑎᓪᓗᒍᑦ, ᓄᓇᓕᐊᖅᑎᐅᑕᐅᕈᓚᓄᑦ ᓇᓱᒪᖏᓕᒪᑦᑕ. ᑕᐃᒪᓕ ᐊᐱᖅᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᓂᓕᕆᕐᑐᖅᓴᑦ ᑲᑎᒪᓕᐅᕈᓚᕐᓂ ᐊᕐᓂᖏᓐᓂᓴᖅᓯᒪᓕᕐᓂᑦ ᒪᓕᒪᓕᐅᑭᓐᓄᓇᓴᓕᓐᓂᑦ ᖃᐅᔨᓴᒃᑐᖅ ᐅᓪᓗᒃ ᐃᓕᓴᕐᓂᐊᕐᓂᓕᕆᕐᑐᖅᓴᑦᑎᐊᕐᓂᖅ. ᐃᓱᒪᒋᑦᑕ ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐅᕈᓚᕐᓂ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦ. ᐊᓱᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᓂᐅᕈᓚᕐᓂ ᓄᓇᕗᒻᒥᐅᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦ.

ᐊᐅᓚᑦᓯᓂᓴᒍᑦ ᐊᑐᓕᕐᑯᐅᐅᓚᕐᓂᑦ 6

ᐊᐱᖅᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᑲᑎᒪᓕᐅᕈᓚᕐᓂ ᐊᖏᕐᕋᐅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᒥᓂᔅᑕᐅᕈᒥᑦ ᒪᓕᒪᓕᐅᑭᓐᓄᓇᓴᓕᓐᓂᑦ ᑕᒪᓐᓇᐅᕈᓚᕐᓂ ᐅᑭᐅᖓ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦᓴᓕᓐᓂᑦ.

ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᑲᑎᒪᓕᐅᕈᓚᕐᓂᑦ ᐃᓄᐃᑦ

ᓄᓇᕗᒻᒥᐊᖏᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᒪᓕᒪᓕᐅᑭᓐᓄᓇᓴᓕᓐᓂᑦ (ᒪᓐᐱᒪᓕᐅᓂ 10-22) ᐅᖃᐅᓕᕆᕐᑐᖅᓴᓕᖅᑐᐊᕐᑐᖅᑎᓪᓗᒍ ᖃᐅᔨᓴᒃᑐᖅ ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᑲᑎᒪᓕᐅᕈᓚᕐᓂᑦ ᑲᑎᒪᓕᐅᕈᓚᕐᓂᑦᓴᓕᓐᓂᑦ ᒪᓕᒪᓕᐅᕈᓚᕐᓂ ᑭᓕᔪᓂ ᓄᓇᓕᐊᖅᑎᐅᑕᐅᕈᓚᕐᓂ ᐊᕐᓂᖏᓐᓂᓴᖅᓯᒪᓕᕐᓂᑦ ᐊᑎᓕᐊᖅᑎᐅᑕᐅᕈᓚᕐᓂᑦ ᐊᑐᓕᕐᑯᐅᐅᓚᕐᓂᑦ ᐱᓕᕆᔨᒃᑯᓂᖅ.

- ᐊᑎᓕᐊᖅᑎᐅᑕᐅᕈᓚᕐᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦ ᒪᓕᒪᓕᐅᑭᓐᓄᓇᓴᓕᓐᓂᑦ.
- ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᒪᓕᒪᓕᐅᕈᓚᕐᓂᑦ ᑎᑭᐅᓂᖅ ᓄᓇᓕᐊᖅᑎᐅᑕᐅᕈᓚᕐᓂᑦ ᐊᑐᓕᕐᑯᐅᐅᓚᕐᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᐅᕈᓚᕐᓂᑦ ᐊᑐᓕᕐᑯᐅᐅᓚᕐᓂᑦ.
- ᑕᒪᓐᓇᖅ ᐊᑐᓕᕐᑯᐅᐅᓚᕐᓂᑦ ᐱᓕᕆᔨᒃᑯᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖏᓐᓂᑦ.
- ᓄᓇᕗᒻᒥ ᑎᑭᐅᓂᖅ ᐅᓂᒃᑳᖅᓯᒪᓕᕐᓂᑦ ᐃᓄᐃᑦᓴᓕᓐᓂᑦ ᐱᓕᕆᔨᒃᑯᓂᖅ, ᐃᓕᓴᕐᓂᐊᕐᓂᐅᕈᓚᕐᓂᐊᖏᓐᓂᑦ ᐅᓂᒃᑳᖅᓯᒪᓕᕐᓂᑦ ᐃᓅᓯᕕᒃᓴᓕᓐᓂᑦ.

ADMINISTRATIVE STRUCTURE RECOMMENDATION 5

Divisional boards of education shall, with the approval of the Minister of Education, establish the length of the school year from between 170-200 days.

The 200-day, September-to-June school year common elsewhere is inconvenient for many families in the Northwest Territories. We recommend that the divisional boards of education shall have the power to modify regulations regarding the number of days of attendance required during the school year. We believe that children will profit from time out of school spent in the practice of traditional activities. Teachers would be able to use this time to develop new programs and materials or for programs of in-service training.

ADMINISTRATIVE STRUCTURE RECOMMENDATION 6

Divisional boards of education shall, with the approval of the Minister of Education, lower the entrance age to Kindergarten to four years.

ᐃᓕᓴᕐᓂᐊᕐᑐᑐᓂᓂᓴᒍᑦ ᑲᑎᒪᓕᐅᕈᓚᕐᓂᑦ ᐃᓄᐃᑦ

LOCAL EDUCATION AUTHORITIES

Although the Ordinance Respecting Education in the Northwest Territories (p. 10-22) outlines the process by which school committees may become school societies, then school boards, the achievement of board status is practically impossible for most communities for several reasons.

- Most communities are too small to support school boards.
- An educational system made up of many small, isolated, independent boards cannot develop the education programs they require.
- None of them has the necessary resources.

Administrative Structure

• ᐅᓇᓱᑦ ᐃᑲᓴᖅᑕᐅᓴᓯᐊᕐᓂᓐᓇᖅᓴᒪᑦ ᑭᓯᐊᓂ ᐃᑲᓴᖅᑎᑦᓴᓗᑎᒃ, ᐊᑭᕋᖅᖃᑎᒌᖅᓯᒪᓕᓗᑎᒃ ᓇᓇᖅᑲᑎᕈᓯᒪᔪᓂᖅᓱᓂ.

• ᐃᑲᓴᖅᓂᐊᖅᓕᓗ 70-ᓂᒃ ᓇᓇᑦᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᕋᓱᒃᑐᓂᒃ ᑲᑎᒪᓐᓂᒡᒎᓂᓂᓯᒪᓐᓇᓕᒃ ᐊᓴᖅᓇᖅᑐᑦᒪᓕᕆᔨᒪᑦ ᐊᓂᒪᓗ ᐱᓇᐅᔨᓯᒪᓕᒃ ᑭᓕᖅᖃᖅᑎᑕᐅᑎᓕᒃ.

ᑕᐃᒪᓕ ᐊᑐᓴᒍᓐᓇᒪᓕᕆᔨᒃᑯᑦ ᑲᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᕋᓱᒃᑐᓂᒡᒎᑦ ᐃᓕᐅᔪᓐᓇᒪᓕᒃ ᐊᐱᐅᑐᖅᑯᓯᒪᔪᓂ ᑭᓇᐅᔭᓯᒪᓕᒃ; ᑲᒃᑯᐊᓗ ᓇᓇᑦᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᐅᔪᓂ ᑲᑎᒪᓕᓴᓕᓐᓂᐊᖅᓯᒪᓐᓇᓕᒃᑐᑦ ᑭᓯᐊᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ 1,000-ᓯᒍᖅᑕᑦ.

ᓇᓇᕋᐊᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᒪᓕᒐᓯᒪᑦ ᐃᓕᓯᒪᓂ 8-15-ᒥ ᐅᖅᑲᐅᕋᖅᑲᖅᓴᖅ ᖃᓄᓇᐃᓕᓯᒪᓂᖅᓯᒪᓐᓇᖅ ᓇᓇᑦᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᖅᓯᒪᓐᓇᖅ. ᐅᑯᓂᓯᒪ ᐱᓕᓀᐊᖅᑲᖅᓗᑎᒃ:

• ᑲᑎᒪᓴᖅᑕᖅᓴᓗᑎᒃ ᑕᖅᑭᑕᒪᒃᑕ,
• ᐊᓯᕈᑎᓂᖅᑲᖅᑕᖅᓴᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᐸᑦ ᐊᑐᐊᒪᓯᒪᓐᓇᖅᑐᓂᒃ, ᐊᑐᖅᑲᑕᖅᑕᓯᒪᓐᓇᖅᑐᓂᒃ, ᐃᓕᓐᓂᐊᕈᑎᓯᒪᓐᓇᖅᑐᓂᒃ, ᐊᓂᒪᓗ ᐱᓇᓀᐊᖅᑲᓯᒪᓐᓇᖅᑐᓂᒃ.
• ᓄᒃᑐᓂᒃ ᐊᑐᐊᒪᓕᐅᖅᑲᖅᑕᖅᓴᓗᑎᒃ.
• ᐊᓯᕈᑎᓂᖅᑲᖅᑕᖅᓴᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᐸᐃᐅᑦ ᐱᓕᓀᐊᖅᑎᑕ ᑎᓕᐅᔨᓯᒪᓐᓇᖅᑐᓂᒃ.
• ᐊᓯᕈᑎᓂᖅᑲᖅᑕᖅᓴᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᐸᐃᐅᑦ ᑭᓇᐅᔭᓂᒃ ᐊᑐᖅᑲᑕᓯᒪᓐᓇᖅᑐᓂᒃ.
• ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᐱᔪᓐᓇᒪᓕᕆᔨᒃᑯᓂᒃ ᐃᓕᐅᔪᓐᓇᒪᓕᒃᑐᑦ ᐊᓂᒪᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᐅᖅᑲᖅᑕᐅᓂᖅᓯᒪᓐᓇᖅᑐᓂᒃ.
• ᑲᑎᒪᓕᕋᓱᒃᑐᓂᒡᒎᓂᓂᓯᒪᓐᓇᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᐸᐃᐅᑦ ᐊᓂᒪᓗ ᐊᑐᖅᑲᑕᓯᒪᓐᓇᖅᑐᓂᒃ.

ᐊᐱᐅᑐᖅᑯᓯᒪᔪᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᐅᔪᓂ ᐊᓂᒪᓗ ᓇᓇᑦᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᐅᔪᓂ ᐃᑲᓴᖅᓯᒪᓂᖅᓱᓕᒃᑐᑦ ᑲᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᓕᓂᓴᒪᑦ ᑲᑎᒪᓕᐅᔪᓂ

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Administrative Structure

ᑕᐃᒪᓕ ᐊᑐᓕᕆᔨᐅᔪᒍ ᒪᐢᑯᐊ ᓄᓕᖅᓱ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᐅᐊᓕᒍ ᓂᕈᐊᕋᑲᓕᕆᓂᖅᓯᒍ
ᐊᑕᐅᓗᓂᒃ ᐊᐃᓕᐅᑐᓗᒪᓕᕐᓂ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ
ᑲᑎᒪᔨᐅᓂᐊᕋᐅᑐᒥᒃ ᐊᒻᒪᓗ ᒪᐢᑯᐊ ᓄᓕᖅᓱ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᐅᐊᓕᕆᔨᒃ
ᑲᑎᒪᔪᖅᑐᖅᑕᐅᐊᓴᖅᓇᖅᑕᖅᑯᓂᖅᓯᒍ ᐊᐃᓕᐅᑐᖅᓗᒪᓕᕐᓂ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᖅᑐᒃ ᑲᑎᒪᓂᐊᓕᖅᑲᓱᒪᒃᑕ.
ᐊᑐᓕᕆᔨᒥᔪᒍ ᒪᐢᑯᐊ ᓄᓕᖅᓱ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ
ᑲᑎᒪᔨᖅᑕᐃᔪᓕᒍ ᓄᓕᕐᓂᐊᖅᑕ ᐊᖏᖅᑭᓇᕆᔨᓂᖅᓯᒍ
ᑲᑎᒪᓂᓗᓂᐊᖅᑕᑕᐃᔪᓂᒃ 1982-ᒥ ᐅᖅᑲᐅᕐᓇᖅᑎᓂᐊᖅᓯᒪᓂᒃ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᑕᒃ ᐊᒻᒪᓗ ᐊᖏᖅᑭᓇᕆᔨᓂᖅᑕᒃ ᓄᓕᒋᑦ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᖅᑎᒋᔭᖅᑕ
ᑲᑐᔨᖅᑲᑎᑦᓯᐊᕋᐅᑐᕐᓴᓗᓂᒃ ᓄᓕᕐᓂᐊᖅᑕ ᑕᒪᓐᓇ
ᐃᓕᓵᕐᐅᔭᑎᓗᓇ ᑲᓇᑕᒥ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑐᔨᕆᔨᕐᓂᑦ.

ᐊᐃᓕᐅᑐᖅᓗᒪᓕᕐᓂ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᐅᓕᕐᓂ
ᑲᒪᒋᔭᖅᑲᓂᐊᕋᐊᓕᕋᐅᑎᓂᓗᒋᑦ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᑕᒃ
ᓄᓕᕐᓂᐊᖅᑕᒥ, ᓄᓕᕐᓂᐊᖅ ᒪᕐᒪᓗᑯᐊᕐᓂ ᐃᑲᓪᓚᐊᖅᑲᖅᓯᓕ ᑕᒪᓄᓂᒪ
ᑲᑎᒪᔨᐅᓕᕐᓂᒃ.

ᐊᓕᕐᓂᑎᑎᔪᓕ ᐃᑲᓕᖅᑕᐅᓂᐊᖅᑕᐃᔪᓂᒃ ᑭᓇᐅᔭᑎᑎᔪᓕ
ᐃᑲᓕᖅᑕᐅᓗᐊᖅᑕᐃᖅᑲᓂᖅᓯᒍ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᑕᒃ
ᓄᓕᕐᓂᐊᖅᑕ, ᓄᓕᕐᓂᐊᖅ ᒐᕐᒪᒃᓄᓕᕐᓂ ᐃᑲᓂᐊᖅᑲᖅᓯᓕᐅᖅᑕ ᑕᒪᓄᓂᒪ
ᑲᑎᒪᔨᐅᓕᕐᓂᒃ.

ᐊᓕᓕᒋᑎᔪᓕ ᐃᑲᓕᖅᑕᐅᓂᐊᖅᑕᐃᔪᓂᒃ ᑭᓇᐅᔭᑎᑎᔪᓕ
ᐃᑲᓕᖅᑕᐅᓗᐊᖅᑕᐃᖅᑲᓂᖅᓯᒍ. ᑕᒪᓄᓂᒪ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᑕᒃ
ᓄᓕᕐᓂᐊᖅᑕᒥ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒪᓂᒃ ᓄᓕᒋᑦ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᐅᐊᓕᕐᓂ. ᑕᒪᓄᓂᒪ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ, ᐊᒻᒪᓗ ᐃᓱᓪᓗᒍ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᐱᓕᕆᔨᐅᓂᐊᖅᑕᐃᔪᓂᒃ ᓄᓕᕐᓂᐊᖅᑕ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᐱᓕᓂᐊᓗᐅᐅᓂᐊᖅᑕᐅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᓯᓂᒃᑕ
ᐱᓕᓂᖅᑕᐅᓕᕐᓂᒃ ᓄᓕᕐᓂᐊᖅᑕ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᐅᐊᓕᕐᓂ.
ᑕᒪᓄᓂᒪ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ, ᐊᒻᒪᓗ ᐃᓱᓪᓗᒍ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᐱᓕᓂᐊᓗᐅᐅᓂᐊᖅᑕᐅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᓯᓂᒃᑕ
ᐱᓕᓂᖅᑕᐅᓕᕐᓂᒃ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᐅᐊᓕᕐᓂ
ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ ᑲᑎᒪᔨᐅᐊᓕᕐᓂ ᐃᓕᓴᕐᓂᐊᕋᐅᑐᓕᓂᖅᓯᒍ
ᑲᑎᒪᔨᐅᐊᓕᕐᓂ

ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᒪᓕᒪᐃᑦ ᒪᓕᓚᓗᒥᑦ. ᒥᓂᑦᑕᐅᔪᖅ ᐃᑲᔪᖅᑎᒋᔭᐊᔪᒪᔭᖏᓚᒥ ᐃᑲᔪᖅᐊᖅᑲᖅᑕᑦᑎᓚᑦ ᐊᒻᒪᓗ ᐊᑐᕐᖁᑎᒋᑐᓂᖅᓯᒪᔪᓄᑦ ᐃᓱᒪᓕᐅᑭᐳᔪᓐᓇᖅᑐᒥᒪᓕᒃ. ᐃᓱᒪᔭᕐᒧᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᒥᓂᑦᑕᐅᔪᖅ ᐃᑲᔪᖅᑎᓂᖅᑲᓂᕐᒪᑦ ᑕᒪᐃᓂᖅᓴᐃᖅᑐᖅ ᐅᓇᓱᒋᔭᖅ ᐱᓕᕆᔨᓂᖅᐊᓂᖅᑐᑎᓂᓕᒫᑦ ᐅᓇᓱᒋᔭᐅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᐱᓕᕆᔨᐅᔪᖅᑐᑎᓂᓕᒫᑦ ᐱᓕᕆᔨᐅᔪᖅᑐᑎᓂᓕᒫᑦ ᐅᐱᒋᔭᐅᓂᖅᑐᑎᓂᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᐱᓕᕆᔨᐅᔪᖅᑐᑎᓂᓕᒫᑦ ᐅᐱᒋᔭᐅᓂᖅᑐᑎᓂᓕᒫᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᐱᓕᕆᔨᐅᔪ

Administrative Structure

ᓇᓕᐊᑐᐃᓐᓇᐃᓕᑦ ᓴᕐᕕᒃᑯᑦ ᐃᑲᓗᐊᖅᑕᐅᕐᓗᒪᓕᖅᑕ ᑲᓇᑕᐅᑦ
ᓴᕐᕕᒃᑯᓂᖅᓯᓕᖅ ᐊᑲᓕᖅᑐᑎᓴᑲᓂᖅᑲᓂᖅᑐᑦ ᐱᓕᒪᓗᑎᒃᓴᖅ.
ᓴᑲᐅᓐᒪᓗᑦ ᐱᓕᕐᓂᐊᓂᓴᑲᑎᐅᓂᐊᖅᑲᑦ ᐊᒻᒪᓗ ᓴᓇᖕᖏᑦ
ᐊᒥᓕᓴᐃᓂᓴᑲᑎᐅᓂᒃᑎᑦ ᓕᕐᓂᑲᑲᓴᑎᒃᓂ ᓄᓇᕕᓕᑦ ᓴᕐᕕᒃᑯᑦ
ᐋᖅᑭᑲᓕᕐᓂᐊᓂᓴᒪᓂᑲᓂᑦ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ
ᐊᑲᐅᓴᒃᑎᓕᐅᑎᓴᑲᑎᓂᕐᓂᐊᖅᓴᒪᑕ. ᓴᕐᓴᒥᓂᕆᐅᓄᓕᓂᐅᑦ
ᐃᓕᒪᑕᓴᐅᓪᓗᐊᓂᓕᒫᑦ ᑕᒪᓄᑦᐊ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᐱᐅᐅᓪᓗᑎᑦ
ᐱᓕᕆᓂᐊᕐᓂᐊᓂᓴᑲᓴᖅᑕ.

ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᐱᓕᕆᐅᐅᓂᐊᖅᑐᑦ ᐃᓕᓴᒃᓴᓂᐊᖅᑐᑦ
ᑎᓕᐅᓕᓕᒫᓂᐅᓄ ᐊᐅᓕᓯᓐᓂᑦ ᑲᑎᒪᐅᕆᑦᓴᐃᓴᐅᓂᓕ ᐊᒻᒪᓗ
ᐊᐅᓕᑕᐅᓗᑎᓄ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᒥᓱᑕᐅᕐᒥᒃ. ᓇᒻᒥᓂᖅᓄ
ᐸᓇᐅᓱᒃᓴᖅᑎᑕᐅᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᐱᓕᕆᐅᒃᓴᓗᑎᓄ.
ᓄᓇᕐᓂᐊᓕᒫᒥ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᐱᓱᐅᕐᒪᕐᓂᓄ
ᐱᓕᓕᐊᖅᑲᒃᑕᑦᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᐋᓚᐅᓕᖅᑐᓂᐊᓄ ᒪᓐᓇᐊᑦ
ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᐱᓕᕆᐅᐅᓂᐊᖅᑐᑦ. ᐅᓂᐄᒃᑲᒃᑕᑦᓂᐊᖅᑐᑦ
ᐊᐅᓕᑦᓯᒃᑕ ᑲᑎᒪᐅᕆᑦᓴᐃᓴᐅᓂᒃ ᐊᒻᒪᓗ ᐊᖅᖏᒍᒥᒪᒃ
ᐅᓂᐄᒃᑲᒃᑕᑦᓂᓗᑎᓄ ᓄᓇᕐᓂᐊᖅᒥᐅᑕᐅᕐᓂᒃ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ
ᐱᓱᐅᕐᓕᓕᓕᕐᓂᒃ ᒥᓂᖅᓂᒃ. ᐊᒻᒪᓗ ᓄᓇᕐᓂᐊᖅᒥ ᓴᓇᖕᖏᑦ
ᒥᓂᖅᓂᒃ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᐱᓕᕆᐅᒃᓴᓗᑎᓄᒃᑐᑦ
ᐊᖅᑭᑲᓕᕆᓂᐊᓂᓴᒪᓂᑲᓂᑦ ᐊᒻᒪᓗ ᐊᐅᓕᑕᐅᓗᑎᓄ.

ᒥᓱᑕᐅᕐᒥᒃ ᐅᖃᐅᔨᓴᓱᒃᓗᑦ ᑲᑎᒪᓕᕆᐅᓱᐊᖅᑕᕐᒪᑦᑕ

ᐊᐅᓕᕐᓂᓱᓕᑦ ᐊᑐᓕᔪᐅᐅᔨᕐᓂᐊᖅ 8

ᒥᓱᑕᐅᑦ ᐅᖃᐅᔨᓴᓱᒃᓗᑦ ᑲᑎᒪᕆᐅᓱᐊᖅᑕᕐᒪᑦᑕ
ᐸᓇᐅᒃᑕᐅᓱᐊᖅᑐᑦ

ᓄᓇᕐᓂᐊᖅᒥ ᐊᕿᒃᑐᓇᕐᓕᓕᒫᓱ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ
ᐱᓕᐊᖅᑲᒃᑕᑦᓂᐊᖅᑐᑦ ᐊᐅᓚᐸᖅᑐᓱᓂᐊᖅᓕᒫᑦ ᐱᐊᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ
ᒥᓂᖅᓂᒃ, ᐃᓅᓕᓴᐅᑦ ᒥᓂᖅᓂᒃ, ᐃᓕᓴᐅᔪᓴᐅᑦ ᒥᓂᖅᓂᒃ,
ᓴᓕᒪᓂᓂᓴᐅᑦ ᒥᓂᖅᓂᒃ. ᒥᓱᑕᐅᕐᓂᓴᐅ
ᓴᑲᐅᓐᒪᕐᓗᐊᓂᐊᖅᑲᐃᓇᓴᓱᐊᖅᓴᖅ ᒪᓐᓇᐊᑦ ᓴᔪᓕᐅᓂᓕ
ᐊᐱᐅᑐᓴᑲᓗᒪᓂᓕ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᑲᑎᒪᓕᕆᐅᓂᓕ
ᓴᑲᓄᐃᓕᓴᐅᓂᓕᒃᑐᖅ ᐃᑲᓗᒪᓕᖅᑐᑎᓂᓯᒧᑦ ᑲᑎᒪᓕᕆᐅᓱᐊᖅᑕᕐᒪᑦᑕ
ᐊᐱᐅᑐᓴᑲᓗᒪᓂᓕ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᐱᓕᐊᖅᑲᒃᑕᑦᓂᐊᖅᑐᑦ
ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ ᐱᓕᕆᐅᐅᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓯᒧᑦ
ᐱᓕᕆᐅᒃᓴᓗᑎᓄ ᐊᒻᒪᓗ ᐊᐅᓕᑕᐅᓗᑎᓄ.

There is a definite lack of communication between government departments. There should be more departmental sharing for vocational programs using the resources already in the region. *Public Hearing, Eskimo Point.*

The federal government now responds more readily to demands for the support of specific learning programs than it does to more general demands for the support of education. Governments that wish to maximize access to federal support must be able to formulate demands of this kind. We recognize that economic growth and industrial development now in progress and expected in the immediate future will severely strain the Government of the Northwest Territories' ability to plan responses to demands for learning at all levels of specialization. Response to these demands for learning must be coordinated at the highest political level possible.

The Secretariat for Learning will be composed of members appointed by the Executive Committee and chaired by the Minister of Education. It will have its own budget and staff. The secretariat will plan and coordinate responses to demands for learning of every kind within the Northwest Territories. It will report to the Executive Committee and annually to the public on current and proposed responses to learning demands. It will also coordinate responses and provide leadership with respect to learning demands generated by industrial development in the Northwest Territories.

Minister's Advisory Council

ADMINISTRATIVE STRUCTURE RECOMMENDATION 8

A Minister's Advisory Council shall be established.

Educational needs in the Northwest Territories will vary regionally in response to economic, social, cultural, and political changes. The support the ten divisions will require to enable them to carry out their responsibilities effectively

ᐊᑕᐅᓯᖏᑦ ᐊᕕᐸᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ
ᑲᑎᒪᓗᓐᒥᒃᓯᒪᓂᕐᑐᖅᓯᒪᔪᖅᑐᓴᓂ, ᖃᑲᓂᐊᖅᔪᓂᑦᓯᒪᓂᕐᑐᖅ
ᖃᑲᑐᓗᖃᑲᑎᑦᓯᒪᓂᑦ, ᐅᑭᐅᖅᑕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ
ᑲᑎᒪᓗᓂᒪᓂᑦ ᐊᒻᒪᓗ ᓴᓇᓐᔪᑎᓂᓗᐊᖅᑐᓂᑦ.

ᒪᑲᑯᐊ ᐅᖃᐅᓚᓐᓂᒪᒥᑦ ᑲᑎᒪᓗᐅᓂᐊᖅᑐᑦ ᐅᓂᐅᑲᖃᑕᖃᓂᐊᖅᑐᓕ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᒥᓂᕆᓚᓐᓂᑦ ᐊᒻᒪᓗ
ᐊᑐᓕᑯᓚᖃᑕᓕᔭᑎᓐ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᐱᓗᐊᖅᑐᒥᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᒥᑦ ᓯᓚᖅᓴᓕᖅᑐᐅᖏᓐᓂᐊᓂᒃᓂᓂ. ᒥᓂᕆᐅᓯᖏᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᐊᑐᓕᑯᓚᐅᔪᓂᓂᑦ ᐊᒻᒪᓗ
ᐅᓯᖃᐅᓚᐅᖏᓐᓂᐊᓂᒃᓂᓂᑦ ᑐᓂᓯᖃᑕᓕᓴᐅᔪᖅᓯᖅ ᒪᑲᑯᓂᒍ
ᑲᑎᒪᓗᐅᔪᓂᑦ.

ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓚᐅᓐᓂᒃᑯᑦ

ᐊᐅᓚᑦᓯᓂᒪᑦ ᐊᑐᓕᑯᓚᐅᔪᖅᑐᑦ 9

ᓄᓇᕐᓯᐊᖅᑎᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᒍᑦ ᐊᐅᓚᑕᐅᓂᒃᑎᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓚᐅᓐᓂᒃᑯᓂᑦ
ᑐᓂᓗᐅᓂᐊᖅᑐᓕ ᐊᕕᐸᑐᖅᓯᒪᔪᖅᑐᓴᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ
ᑲᑎᒪᓗᐅᔪᓂᑦ

ᒪᑲᑯᐊ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓚᐅᓐᓂᒃᑯᑦ, ᒪᓕᓗᑎᒍᑦ, ᐱᓕᓂᐊᖅᑲᖏᓚᑕ
ᖃᑲᐅᓕᖅᓴᓂᓕᕆᓐᒃ, ᐊᐅᓚᑦᓯᓂᕐᑐᒃ, ᐊᒻᒪᓗ ᐊᑐᓕᖅᑎᑦᓯᓂᕐᑐᒃ,
ᒥᓂᕆᐅᓕ ᐊᑐᐊᓚᖏᓐᓂᒃᑯᒃ ᐊᒻᒪᓗ ᐱᓕᓂᐊᖅᑲᖏᓚᑕᖏᓐᓂᒃᑯᒃ.

ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓚᐅᓐᓂᒃᑯᑦ ᐱᓕᓂᐊᖅᑲᖏᓐᓂᑦ ᐊᒻᒪᓗ
ᖃᒪᒋᔭᖅᑎᐊᖅᖃᑕᓕᖏᓐᓂᑦ ᑐᓂᓗᐅᑦᑕᓕᐊᑎᓕᔭᓂᑦ ᐊᕕᐸᑐᖅᓯᒪᔪᖅᑐᓴᓂ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᖃᑎᒌᓕᖅᑐᑦ, ᐊᒻᒪᓗ ᓄᓇᓕᓂᒃ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᖃᑎᒌᓕᖅᑐᓕᖅᑐᑦ, ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓚᐅᓐᓂᒃᑯᑦ
ᐱᓕᓂᐊᖅᑲᖏᓐᓂᑦ ᐊᒥᓱᓕᖅᑐᓂᑯᓘᐅᓂᐊᓕᕆᓕᒃ ᐊᒻᒪᓗ
ᐊᖏᓪᓗᓂᒍᑎᓪᓗᒃ. ᐅᑯᓂᖅᓴᒃ ᐱᓕᓂᐊᖅᑲᖏᓐᓂᐊᓕᕆᔨᖅᑲᖏᓐᓂᒃᑯᑦ: ᒥᓂᕆᐅᓕ
ᑭᓇᐅᔨᖅᑯᑎᓯᒪᑦ ᐊᐅᓚᑕᐅᓂᒃᑎᒋᓂᓂᒃ; ᐃᓕᓴᕐᓂᐊᖅᑭᑲᓪᓚᑦ
ᐱᓕᓂᐊᖅᑲᖏᓚᐅᓂᒃᑎᒋᓂᓂᒃ ᒪᒃᑕᓕᖅᑐᖅᓴᓂᒃ; ᒪᒃᑕᓕᖅᑐᖅᓴᓂᒃ
ᐊᑭᑐᐊᓕᓂᑦ ᐊᑐᖅᑕᐅᔨᖅᑲᖏᓐᓂᒃᑯᑐᓂᒃ; ᑭᓇᐅᔨᖅᑎᑎᓪᓚᑦ
ᐃᑲᔪᖅᑕᓂᕐᓂᑎᒃ ᐊᒻᒪᓗ ᐊᑐᖅᑕᐅᓂᒃᑲᖏᓐᓂᒃᑯᑦ ᐊᑐᖅᑕᐅᓂᒃᑲᖏᓐᓂᒃᑐᖅᓴᓂᒃ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᒪᑎᓪᓗᐅᔪᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦᑐᒃ
ᐱᓕᓂᐊᖅᑲᖏᓐᓂᒃᑯᑦ ᑭᓇᐅᔨᖅᑎᑎᓪᓚᑦᓯᒪᓂᒃᑐᖅᓴᓂᒃ.

ᒥᓂᕆᐅᓯᖏᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓕᒫᑦ ᑎᓕᓂᐊᖅᑐᑦ ᒥᓂᕆᐅᓕ
ᑐᓂᓯᒪᓂᒃ ᒪᒃᑕᓕᖅᑐᓴᓂᒍᑦ ᐊᒻᒪᓗ ᓴᓇᓯᓂᐊᖅᑐᑎᓂᓕᒫᑦᑐᒃ
ᐊᐅᓚᑦᓯᓂᕐᑐᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓚᐅᓐᓂᒃᑯᒃ. ᐊᒻᒪᓗ ᐊᓯᔾᔨᖅᑐᓂᒃ

will depend upon the Minister of Education's knowledge of their situation. To maintain continuity, to support divisional programs effectively and education generally, the minister must have steady access to advice from all parts of the Northwest Territories. The Minister's Advisory Council shall include the Deputy Minister of Education, one representative from each divisional board of education, representatives of the Native organizations, a representative of the board of governors of the Arctic College, and representatives from business and industry.

The council will report regularly to the Minister of Education and make recommendations on all aspects of education and, in particular, on priorities in the school programs. The minister may refer matters for review and recommendation to the council.

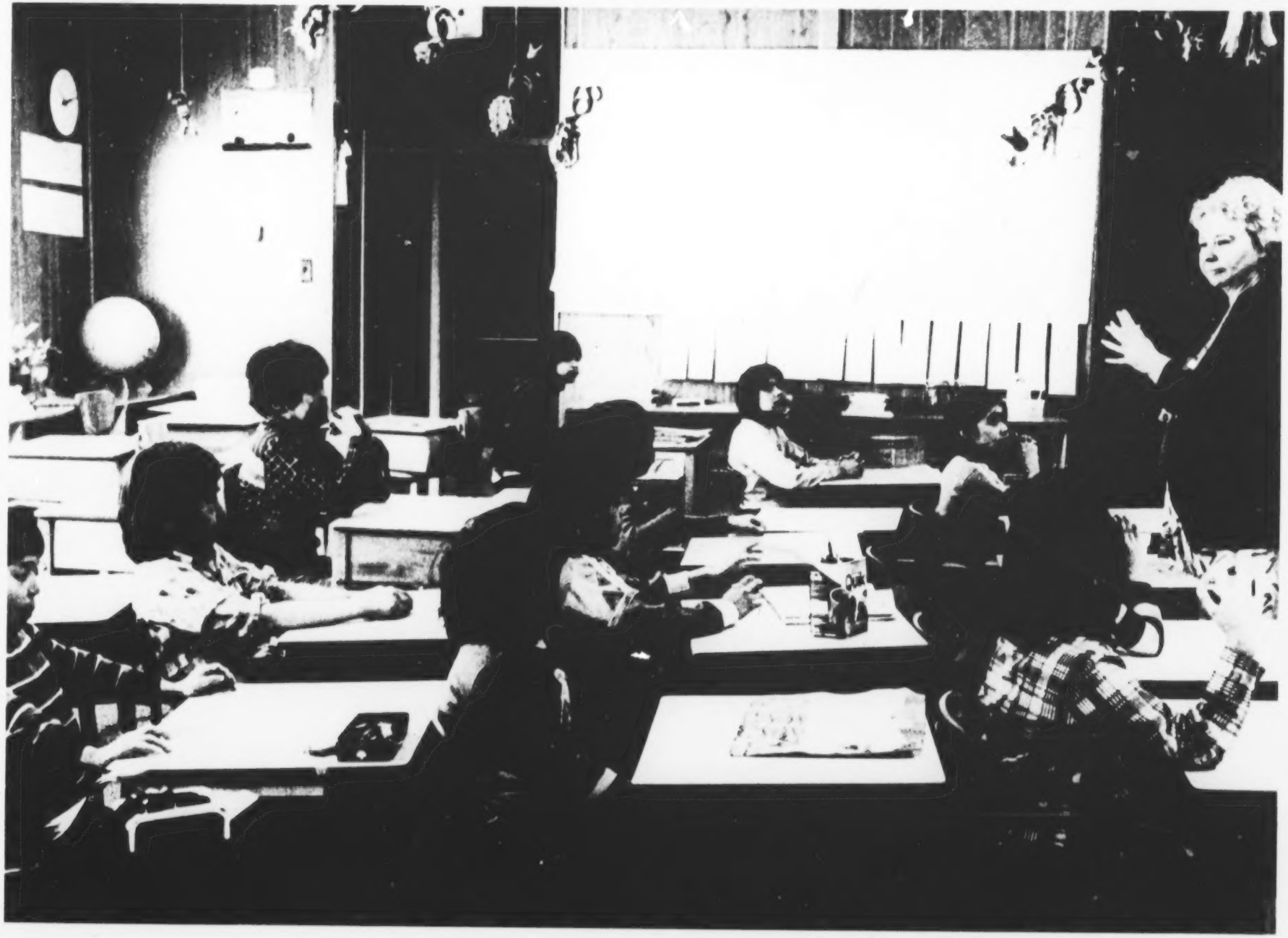
Department of Education

ADMINISTRATIVE STRUCTURE RECOMMENDATION 9

The direct administration of schools in the Northwest Territories shall be transferred from the Department of Education to the divisional boards of education.

The Department of Education is, by definition, a body that is responsible for the evaluation, administration, and implementation of the Minister of Education's policies and directions.

With increased responsibility for education programs delegated to the divisional boards of education and to local education authorities, the Department of Education's services and functions will be limited and classified. They will include the administration of funds on behalf of the minister; the monitoring of education programs and processes; the monitoring of major capital expenditures and of standards; and the provision of assistance through funding and the loan of specialized staff to education authorities that are participating in education projects not financed by their grants.



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ᐊᐅᓚᑦᓯᓂᖅᓗᑦ

ᐱᓕᕆᐊᖃᖅᑎᖃᖅᑎᒍᓐᓇᖅᓯᒍᒍ ᐃᓱᒪᖃᖅᓯᓯᓂᒃ. ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᒥᓂᖅᑕᐅᑦ ᑐᓴᓪᓗ ᑲᑎᒪᓐᓂᖃᖅᑎᑦᑕᐅᓂᐊᖃᖅᓴᖅ ᒥᓂᖅᑕᐅᑦ ᐅᖃᖅᑐᖅᑎᓪᓗᒍ ᐊᒻᒪᓗ ᐅᑭᐅᖃᖅᑕᖅᑐᑐᒃ ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᑲᑎᒪᓐᓂᖃᖅᓯᓐᓂᒃ ᐊᒻᒪᓗ ᑲᑎᒪᓐᓂᕐᓂᐅᑉᓗᓂ ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᐱᓕᕆᔨᓴᐃᓕᓐᓂᖅᓗᑦ ᑲᑎᒪᓐᓂᖃᖅᐅᓂᖅ.

ᐊᐅᓚᑦᓯᓂᖅᓗᑦ ᐊᑐᓕᕐᓂᐊᖃᖅᑐᖅ 10

ᓄᓇᕐᓂᐊᖅᑎᑦ ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᒪᓕᒪᖅᑐᒃ ᐊᑐᖅᑭᒋᐊᖅᑕᐅᓂᐊᖃᖅᑐᖅᓴᖅ ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᑲᑎᒪᓐᓂᕆᔨᒃᑲᓪᓚᕆᔨᒪᓂᖅᐸᒃᓴᖅᓗᑦ ᐊᑐᓕᕐᓂᐊᖃᖅᑐᖅᓯᓐᓂᒃ ᐱᓕᕆᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᐱᓕᕆᔨᒪᓂᖅᐸᒃᓴᖅᓗᑦ

ᓄᓇᕐᓂᐊᖅᑎᑦ ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᒪᓕᒪᓐᓂᒃ ᐅᖃᖅᑐᖅᓴᖅᑕᐅᓂᐊᖃᖅᑐᖅᓴᖅᓗᑦ ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᒪᓕᒪᓐᓂᒃ ᐊᑐᖅᑭᒋᐊᖅᑕᐅᓂᐊᖃᖅᑐᖅᓴᖅᓗᑦ ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓕᕆᓂᖅᓗᑦ ᐱᓕᕆᔨᒪᓂᖅᐸᒃ

Administrative Structure

ᐊᐅᓕᖅᓯᓂᓪᓗᑦ ᐃᑲᔪᖅᑎᑎᓴᐅᔪᓕᒃ ᐃᑲᔪᖅᑲᑕᖅᓂᓕᕆᖅᓴᒃ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒥᓂᔾᔨᒪᓴᓂᑲ ᐊᖅᑭᑲᓱᐊᑎᖅᓴᒍ,
ᑐᓂᐅᖅᑲᐃᑎᖅᓴᒍ, ᐊᒻᒪᓗ ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᖅᓂᑲ
ᐊᑐᐊᒪᖅᓂᓗ ᑐᑭᓕᐅᑎᑎᖅᓴᒍ. ᓄᓇᔾᔨᓂ ᐊᐅᓕᖅᓯᓂᓪᓗᑦ
ᐃᑲᔪᖅᑎᑎᓴᐅᔪᓕᒃ ᐊᑐᐊᒪᓕᐅᖅᑲᑕᖅᓂᓕᕆᖅᓴᒃ ᐃᓕᓴᓂᐊᖅᓱᐃᔨᓄᑦ
ᐊᒻᒪᓗ ᐅᑭᐅᖅᑕᖅᑐᑎᒥ ᐃᓕᓴᓂᐊᖅᓱᐃᔨᓕᒃ. ᐊᑭᑐᑦᑎᓄᑦ
ᐋᖅᑭᑲᓱᐊᕐᓂᑦ ᖃᐅᔨᓴᖅᑲᑕᖅᓂᓕᕆᖅᓴᒃ ᐊᒻᒪᓗ ᐊᑐᓕᐋᓂᐅᔪᓂᒃ
ᒥᓂᔾᔨᐅᓕᖅᓂᑦ ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᐱᔪᒻᒪᓕᕆᔨᓂᐅᕙᓂᒃ
ᐊᓯᔾᔨᖅᑕᐅᕙᓪᓕᐊᓂᓪᓗᑦ ᐊᑭᑐᑐᐊᖅᑎᓂᓪᓗᑐᓗ.
ᓇᑐᓇᐃᒃᑯᑦᑕᖅᑎᓂᓯᓂᑦ ᐊᒻᒪᓗ ᑎᑎᖅᑲᓂᒃ ᑲᒪᔾᐅᕙᓂ
ᐋᖅᑭᑲᓱᐊᕐᓂᐃᖅᑲᑕᖅᓂᓕᕆᖅᓴᒃ ᓇᑐᓇᐃᒃᑯᑦᑕᐃᓂ ᒥᖅᓴᓂ
ᑐᑭᓯᐊᕐᑎᒋᓪᓚᐅᓂᒃ ᑲᒪᒋᔭᖅᑲᓱᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᐊᒻᒪᓗ
ᑎᑎᕋᓯᐊᖅᑲᑕᖅᓂᑐᓂᓴᓕᒃ ᓇᑐᓇᐃᒃᑯᑦᑕᐃᓕᓚᐅᐅᕙᓂᒃ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ.

ᖃᓄᖅᑐᒃ ᑭᓇᐅᔭᖅᑲᑕᖅᑎᓯᓯᓚᐅᓴᖅᐱᓯ ᓄᓇᔾᔨᓂᒃᑯᑦ?
ᑲᑎᒪᑎᓯᓯᑎᓪᓗᒋᑦ, FORT MCPHERSON

ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ ᓄᓇᓕᓯᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᔾᒋᑦᑕ
ᐋᖅᑭᑭᒋᐊᖅᑐᑦᑕᐅᓂᔾᒋᑦᑕ ᐃᓕᓴᓂᐊᖅᑕᐅᔭᖅᑲᑕᖅᑐᑦᑕᐅᓂᒃ ᐃᓕᓴᓂᐊᖅᓱᐃᔨᓂ
ᐊᒻᒪᓗ ᐃᓕᓴᓂᐊᖅᓯᓂᒃᓯᓚᕐᓂ ᐊᐅᓕᖅᓯᓂᓪᓗᓚᕐᓇᓴᓂᐊᖅᑐᑦᑕᐅᓂᒃ
ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ ᑭᓇᐅᔭᓂᒃ ᐊᐅᓕᖅᓯᓂᓪᓗᑦᑕ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᖃᓂᔾᔨᒪᓕᒋᑦᑕ ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᒃ.
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᑲᑎᒪᑎᓕᐅᔪᓂᒃᑯᑦ ᐃᑲᔪᖅᑎᑎᓴᐅᔪᓕᒃ ᐱᔪᒻᒪᓕᕆᔨᓂᐅᕙᓂᒃ.
ᑭᓇᐅᔭᐃᓂᒃ ᐊᑐᐊᒪᑦᑕᐅᔭᓕᕆᓂᖅᓯᓕᒃᑯᑦᑕᐅᓂᒃ ᒪᓕᒪᔾᒋᑦᑕ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᐃᓕ ᐊᒻᒪᓗ ᖃᓄᖅᑕᐅᔪᓂᒃ
ᐅᑦᑲᐅᓂᓚᐅᒋᑦᑕ.

ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ ᐅᑯᓂᒐᒃ ᐃᓕᓴᑲᓂᐊᖅᑐᑦᑕᐅᓂᒃ. ᐊᐅᓕᖅᓯᓂᓪᓗᒃ
ᐊᒻᒪᓗ ᐱᓕᓀᔾᔨᓂᐊᖅᑐᑦᑕᐅᓂᒃᑯᑦ ᐅᑯᐅᓂᐅᓂᓚᕐᓇᓴᓂᐊᖅᑐᑦᑕᐅᓂᒃ ᐱᓕᓀᐊᓂᓂᐊᖅᓯᓚᐅᓴᖅᑐᑦᑕᐅᓂᒃ.
ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᔾᒋᑦᑕ ᐃᑲᔪᖅᑎᑎᓴᐅᔪᓕᒃ ᐱᓕᓀᐊᓂᓂᐊᖅᓯᓚᐅᓴᖅᑐᑦᑕᐅᓂᒃ.
ᑭᓇᐅᔭᐃᓂᒃ ᐊᑐᐊᒪᑦᑕᐅᔭᓕᕆᓂᖅᓯᓕᒃᑯᑦᑕᐅᓂᒃ ᒪᓕᒪᔾᒋᑦᑕ ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᒃ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᐃᓕ ᐊᒻᒪᓗ ᒥᓂᔾᔨᒪᓕᒋᑦᑕ
ᐅᑦᑲᐅᓂᓚᐅᒋᑦᑕ.

ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ ᐅᑯᓂᓴᒐᒃ ᐃᓕᓴᑲᓂᐊᖅᑐᑦᑕᐅᓂᒃ. ᐊᐅᓕᖅᓯᓂᓪᓗᒃ
ᐊᒻᒪᓗ ᐱᓕᓀᔾᔨᓂᐊᖅᑐᑦᑕᐅᓂᒃᑯᑦ ᐅᑯᐅᓂᐅᓂᓚᕐᓇᓴᓂᐊᖅᑐᑦᑕᐅᓂᒃ ᐱᓕᓀᐊᓂᓂᐊᖅᓯᓚᐅᓴᖅᑐᑦᑕᐅᓂᒃ.
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᑐᓂᐅᖅᑲᐃᑎᖅᓴᒍ ᐃᓕᓴᓂᐊᖅᑕᐅᔭᖅᑲᑕᖅᑐᑦᑕᐅᓂᒃ ᐃᓕᓴᓂᐊᖅᓱᐃᔨᓂ
ᐊᒻᒪᓗ ᐃᓕᓴᓂᐊᖅᓯᓂᒃᓯᓚᕐᓂ ᐊᐅᓕᖅᓯᓂᓪᓗᑦᑕ ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᒃ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᐃᓕ ᐊᒻᒪᓗ ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᐃᓕᓴᓂᐊᖅᓱᐃᔨᓂ ᐃᓕᓴᓂᐊᖅᑕᐅᔭᖅᑲᑕᖅᑐᑦᑕᐅᓂᒃ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᐃᓕ ᐊᒻᒪᓗ ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᐃᓕ ᐊᒻᒪᓗ ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᐃᓕ ᐊᒻᒪᓗ ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ
ᐃᓕᓴᓂᐊᖅᑐᑦᑕᐅᓂᓴᓕᒃ ᒪᓕᒪᐃᓕ ᐊᒻᒪᓗ ᑭᓇᐅᔭᓕᕆᔨᒃᑯᑦ

correspondence courses in schools in core-subject areas, as requested, and in the Centres for Learning and Teaching.

Administrative support staff will provide the minister with assistance required to prepare, distribute, and interpret legislation, regulations, and policies related to education. Administrative staff will prepare guidelines for school buildings. Capital planning staff will review and make recommendations to the minister on all proposed changes to educational facilities that require substantial capital investment. Certification and records staff will classify and preserve all information related to the certification of staff and will keep records for all high school and post-school students.

FINANCE BRANCH

The revised Education Ordinance and Regulations will enable both in-school and post-school programs to operate within a grant structure administered by the Finance Branch under the direction of the Minister of Education to ensure that, while maintaining maximum autonomy for all educational boards, funds are used within the conditions and under the terms that the Ordinance and Regulations and the Minister of Education may define.

How do you get the dollars into the communities? *Public Hearing, Fort McPherson.*

The staff of the Finance Branch shall include a director and personnel to serve specialized functions. Education grants staff will administer grants to divisional boards of education and to other educational agencies that may be eligible for them. Control and audit staff will calculate education grants. Financial planning staff will prepare budget estimates and long-term financial forecasts for the Minister of Education, review both budget estimates for and audited financial statements from all recipients of education grants, prepare and conduct financial-management sessions for divisional boards and for other educational agencies, and audit financial statements from recipients of education grants at the minister's request. Statistical records staff will collect and preserve important financial and statistical data.

ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅ ᐱᓕᕆᖏᐅᔪᓂᑦ, ᐊᕕᒃᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅ ᑲᑎᒪᔨᖅᑎᑦ ᐃᓕᓴᐅᓂᖅᑎᑕᐅᓂᖅᑎᓴᐅᓂᖅ ᐱᓇᐅᔨᓕᕆᓂᖅᓯᒪᔪ, ᒥᓂᑦᓗ ᐱᕐᔪᐊᔨᖅᑕᕐᓗᑎᑦ ᐱᓇᐅᔨᐃᑦ ᐊᑐᖅᑕᐅᓯᒪᓂᖅᓴᐅᓂᖅ ᑐᓂᓯᑕᐅᓯᒪᔪᓂᖅ ᖃᐅᔨᓴᖅᑎᖅᑕᑦᓯᓗᓂᖅ. ᓴᖅᐱᐃᓂᖅᓯᒪᑦ ᑎᑎᕋᖅᑲᑦ ᑲᑎᖅᓯᐊᕐᖅᑕᑦᓂᐊᓂᖅᓯᒪᔪᑦ ᐊᒻᒪᓗ ᐱᓯᒪᖅᑕᑦᓯᓗᑎᑦ ᐱᓇᐅᔨᐃᑦ ᐊᒻᒪᓗ ᓴᖅᐱᖅᑕᐅᓯᒪᔪᓂ ᑎᑎᕋᖅᑲᑦ ᐱᓇᐅᔨᓕᕆᓂᖅᓯᒪᓂᖅᓴᐅᓂᖅ.

ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂ ᐱᓕᕆᖏᐅᔾᔪᑎᐃᓕᑦ

ᐊᐅᓚᑦᓯᓂᖅᓯᒪᔪᓂ ᐊᑐᓕᖅᑐᐃᓐᓇᕐᓂᑦ 11

ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂ ᒥᓂᑦᑕᐅᓐᓇᖅᑐᑦ
ᐋᖅᑭᒃᓱᓕᓂᖅᑐᑦᓯᓂᖅᑐᒃ ᒪᑦᑭᖅᓴᖅ ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂ
ᐱᓕᕆᖏᐅᔾᔪᑎᖅᓴᖅ

ᐃᓱᒪᔾᔪᑎᓂ ᑕᒪᓐᓇᐅ ᐱᓕᕆᐊᖅᔪᕐᓕᐊᓐᓇᓕᒃ, ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓕᒃ ᐃᑲᔪᖅᑐᕐᓇᓐᓇᖅ, ᐊᒻᒪᓗ ᐱᓕᕆᔨᖅᑎᑦ ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂᐅᑉᐳᑦ ᐊᑐᖅᑕᐅᓯᒪᓂᖅᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂᐅᑉᐳᑦ ᑕᒪᓐᓇᐅ ᐊᑐᖅᑕᐅᓯᒪᓂᖅᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂᐅᑉᐳᑦ ᑲᑎᒪᔨᖅᑎᑦ ᐃᓕᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂ ᐊᑐᖅᑕᐅᓯᒪᓂᖅᓴᐅᓂᖅᑐᑦᓯᓂᖅᓯᒪᔪᓂᐅᑉᐳᑦ ᐊᒻᒪᓗ

Administrative Structure

ᒪᐅᑯᐊ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪ ᐱᓕᕆᔨᐃᑦᓴᑦ ᐊᖏᖅᓯᒪᔪᖅ
ᐅᓂᐅᒃᑲᓕᕐᕋᑦᓂᐊᕐᓗᓂᐊᖅᓄᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪ
ᒥᓂᔾᔨᓴᓂᖅ, ᓇᓗᒥᓂᖅ ᐊᐅᓚᕐᕋᑦᓂᐊᕐᓗᓂᐅᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪ ᒪᓕᒐᔾᔨᓂᐅᑦ ᐋᖅᑭᒋᐊᖅᓯᒪᓕᒥᐅᑦ
ᒪᓕᒐᓄᑦ. ᑕᒪᖅᒥᓐᓄ ᐊᐅᓚᕐᕋᑦᓂᐊᕐᓗᓂᐊᓕᓄᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪ ᒥᓂᔾᔨᓴᓂᒃ
ᑭᓇᐅᔭᖅᑕᓂᕐᕋᑦᓂᖅᑕᒥᔾᓂᐅᑦ ᐊᑐᖅᓄᑦ ᐊᓪᒪᓐᓄ ᑐᓂᖅᓯᓕᒥᔾᓂᐅᑦ
ᐊᑐᖅᕋᓂᖅᓄᑦ ᐱᓕᕆᔨᐊᓂᐊᖅᑕᒥᔾᓄᑦ ᐊᓱᐅᔾᔨᓂᑐᒍᑦ
ᐊᑐᖅᑐᕐᓴᓂᐅᑦ ᐊᑐᖅᓄᑦ.

ᑕᒪᖅᒥᓐᓄ, ᐊᐃᓕᑐᖅᓯᒪᓂᖅᒥᔾᓂ ᐃᓕᖅᑯᓯᓚᐅᔭᓂᐅᑦ ᐊᓪᒪᓐᓄ
ᐱᖅᑯᐅᔭᓂᐅᑦ ᐱᓕᓚᐊᖅᑲᓂᐊᖅᓄᑦ ᐃᒪᓐᓇᐃᓕᐅᖅᓂᐅᑦ
• ᐃᓕᓴᕐᓂᐊᑭᑎᓕᐅᖅᓄᑦ ᐊᑐᖅᑕᑕᐅᔭᕐᓴᓂᑦ ᐃᓕᓴᕐᓂᐊᓕᓵᖅᑐᑎᓂᑦ
Jᙱᑦ 10-ᒧᑦ ᐊᓪᓚᖅᓄᓐᓄ ᐊᑐᖅᑕᑕᐅᔭᕐᓴᓂᐅᑦ,
• ᐃᓕᓴᕐᓂᐊᑭᑎᓂᕐᓂᐅᑦ ᑲᖅᑭᒃᑕᑕᐅᓕᓵᓂᐅᑦ ᑭᓱᑐᓂᖅᑲᖅᑕᖅᑕᓂᓄᑦ,
• ᐃᓕᓵᕐᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᓂᕐᓂᓄᑦ ᖃᓄᖅᑲᖅᑕᖅᑕᓂᓄᑦ
ᐊᑐᓕᖅᑎᑕᐅᔨᓚᐊᖅᑲᖅᓱᒃᑐᑦ ᓄᑦᑦ ᐃᓕᓴᕐᓂᐊᑭᑎᑦᑐᓂᑦ,
• ᖃᓄᐅᔨᓚᖅᑲᖅᑕᓂᓄᑦ ᓄᑦᑦ ᐃᓕᓴᕐᓂᐊᑭᑎᑦ
ᐊᑐᓕᖅᑎᑕᐅᓕᕐᓴᖅᑎᓂᓄᑦᑦ,
• ᐃᓕᓴᕐᓂᐊᓪᓚᐃᓕᑦ ᐃᓕᓴᕐᓂᐊᑭᑎᑲᓚᕐᓂᓄᑦ
ᐃᓕᓴᕐᓂᐊᑭᑎᓕᐅᖅᑲᖅᑕᓂᓄᑦ ᐊᓪᒪᓐᓄ ᑭᓱᓕᕆᔨᒃ ᐃᑲᔪᖅᑲᖅᑕᓂᓄᑦ,
• ᖃᓄᐅᔨᓚᖅᑲᖅᑕᓂᓕᒥᑦ ᖃᓄᐅᔨᓚᖅᑲᐅᓂᐊᖅᑐᑦ,
• ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᕐᓂᐅᑦ ᖃᓄᐅᔨᓚᖅᓴᓂᐅᑦ,
• ᐃᓕᓴᕐᓂᐊᑭᑎᓕᐅᖅᑲᖅᑕᓂᓄᑦ ᐃᓕᓚᐃᔨᓚᐃᓕ
ᐃᓕᓴᕐᓂᐊᑭᑎᑲᓚᕐᓂᐊᖅᓯᒪᓂᖅᑐᑦ,
• ᐊᐃᑐᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᕐᓂᐊᖅᓯᒪᔪ ᑲᑎᒪᔨᓴᒥᑕ
ᐱᓕᓚᐊᖅᑕᓂᔪᓴᒥᓂᖅᓯᒪᔪ ᐱᓕᓚᐊᖅᑲᖅᑕᖅᑕᓂᓄᑦ,
• ᑐᓴᖅᑎᖅᓯᓴᖅᑕᖅᑕᓂᓄᑦ ᑐᓴᖅᑕᐅᔭᕐᓴᓂᐅᑦ ᐊᐃᑐᑐᖅᓯᒪᔪᓂ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪ ᑲᑎᒪᔨᓴᒥᓂᖅᓯᒪᓕᒥᐅᓂ, ᐊᓪᒪᓐᓄ
ᐅᑭᐅᖅᑕᖅᑕᑐᒥ ᐃᓕᓴᕐᓂᐊᖅᐃᓚᓯᐊᓂᖅᓯᒪᔪ ᐱᓕᓱᑎᓂᖅᓴᖅᑐᓄᑦ
ᐊᐃᑐᑐᖅᓯᒪᔪᓂ ᐱᓕᓱᐊᓗᐅᔭᓯᓚᐅᔪᓂᖅᓯᒪᔪ ᐱᓕᓱᖅᑕᖅᑕᓂᓄᑦ.

- train teaching staff in the methodology required for the implementation of new programs;
- supervise the initial phases of a new program's implementation;
- prepare programs for special education and provide support services for them as required;
- evaluate programs of study;
- conduct educational research;
- design and present teacher-training programs;
- carry out specific tasks for the divisional boards of education;
- communicate useful information to the staff of the divisional boards of education; and
- coordinate regional activities with the Arctic College.

ᐅᑭᐅᖏᑕᖏᑐᒥ ᐃᓕᓴᕐᓂᐊᖅᐸᐊᓂᖅ

ᐊᐅᓚᑦᓯᓂᖅ ᐊᑐᓚᑦᑯᐅᐊᓕᖅ 12

ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᓂᒃ ᒥᓂᑕᐅᔪᖅ ᓴᖅᑭᑎᑦᓯᓂᐊᖅᑐᑦ ᒪᓚᒻᒥᖅ ᐊᖏᖅᑭᓯᓂᐊᖅᑐᒥᖅ ᐅᑭᐅᖏᑕᖏᑐᒥ ᐃᓕᓴᕐᓂᐊᕐᓇᐊᒥ

ᒪᓐᓇ, ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᐅᓐᒃᑯᑦ ᐱᓚᔪᐊᖅᑲᒪᑕ ᐃᓕᓴᕐᓂᐊᖅᐃᕐᒥ ᐃᓕᓴᕐᓂᐊᖅᑕᐅᖅᑲᑕᖏᑐᒥᓂᖅ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑭᑎᕐᓂᕐᓂᒃ. ᒪᓐᓇ ᑭᐃᔨᑦᑕᖅ ᐅᖅᑲᐅᓯᐅᓯᒪᓕᕆᖅ ᓯᐅᑦᑕᖅᐸᐅᑎᑕᐅᓗᐊᕐᐃᕐᒪᒪᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᐃᑦ ᑭᓇᐃᕐᓂᕐᓂᒃ ᐊᓯᖏᑐᓂᒃ ᑭᓇᐃᕐᓂᕐᓂᒃ. ᐃᓯᒪᐃᓐᓇ ᑕᒪᓐᓇ ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᓂᐊᖅᐸᒃᓗᐃᑦ ᐊᑐᑎᖅᑲᓂᕐᓂᒃᓴᐅᓐᒃᑯᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᐃᑦ ᐃᓚᖅᑲᐅᑎᓪᓗᒥᑦ, ᓴᓇᒪᔪᓐᓇ ᐊᒻᒪᓗ ᓴᓇᕐᓂᐊᕐᓂᖅ, ᐅᖅᑭᑎᖅᑲᐃᔪᓐᓇᖅᑐᑦ ᐱᕐᔪᐊᖅᑐᖅ ᐊᒻᒪᓗ ᐊᑐᔪᐊᖅᑲᓂᕐᓂᖅ.

ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᓂᕐᓂᑦ ᐱᓚᔪᖏᐊᖅᓴᐅᓂᐊᖅᑐᒃᑯᑦ, ᐅᑭᐅᖏᑕᖏᑐᒥ ᐃᓕᓴᕐᓂᐊᖅᐃᓕᓴᕐᓂᐊᕐᓂᖅᓴᐅᑦ ᐱᓚᔪᐃᑦᑐᑦ ᐃᓕᐃᑦᑐᑦ ᐃᑲᓴᕐᑎᑕᕐᓂᑎᒃ ᐅᖅᑯᔪᕐᒥᐅᓂᒃ ᐊᒻᒪᓗ ᐃᓕᐃᑦᑐᑦ ᐃᑲᓴᕐᑎᑕᕐᓂᑎᒃ ᐅᐊᓕᓂᕐᒥᐅᓂᒃ, ᑭᓇᐃᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᐃᓕᓴᕐᓂᐊᕐᓂᖅᓴᐅᑦ ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᓂᐊᖅᑐᑦ.

ᐅᑭᐅᖏᑕᖏᑐᒥ ᐃᓕᓴᕐᓂᐊᖅᐃᐅᓴᐃᑦᑐᑦ ᐊᐃᓐᑐᖅᓯᒪᓂᐃᑦᑐᑦ ᑕᒪᒥᒃ ᐃᓕᓴᕐᓂᐊᖅᑲᓂᕐᓂᐊᖅᑐᑦ, ᐃᓕᓴᖅᑲᐃᔪᖅᑲᓂᕐᓂᐊᖅᑐᑦ, ᖃᖃᐅᔪᖅᑲᓂᕐᓂᐊᖅᑐᑦ, ᐃᒃᓚᖅᑲᓂᕐᓂᐊᖅᑐᑦ, ᐊᒻᒪᓗ ᐊᓯᖏᑐᓂᒃ ᐱᓚᔪᖅᑲᓂᕐᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᑕᒪᒥᒃ ᐅᓂᒃᑲᖅᑕᖅᑲᓂᕐᓂᐊᖅᑐᑦ ᐃᒃᓚᖅᑲᓂᕐᓂᐊᖅᑐᑦ ᐃᒃᓚᖅᑲᓂᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᓂᕐᓂᑦ ᒥᓂᑕᐅᔪᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᓂᕐᓂᑦ ᐊᐃᓐᑐᖅᓯᒪᓂᐃᑦᑐᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᓂᕐᓂᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᐅᓐᒃᑯᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᓚᔪᓂᕐᓂᑦ ᐊᐃᓐᑐᖅᓯᒪᓂᐃᑦᑐᓂᒃ

Administrative Structure

ᐅᓂᐅᑦᑲᑦᑕᑦᓗᓂ ᐊᖏᔪᒍᒃᑭᑦ ᐃᓕᓴᐅᔪᖅᑐᓂᓂᒃᓯᒪᓂ
ᒥᓂᖅᑕᐅᔨᒧᑦ.

ᐊᐅᓪᑕᐅᓗᓂ ᑲᑎᒪᓕᕆᔨᒥᓂᑦ, ᐊᑭᐅᖅᑕᖅᑕᐃᒥ
ᐃᓕᓴᐅᔪᖅᑐᓂᓂᒃᓯᒪᔨᖅᑐᑲᖅ

• ᐊᐅᓪᓚᓂᐅᔪᖅᑐᖅ ᔪᓐᑦ 10-ᒥᑲ ᐃᓕᓴᐅᔪᖏᓂᑲᓚᒪᔨᑦ
ᐃᓕᓴᐅᔪᑭᑎᑲᖅᑐᓴᕆᓴᓴᐅᓂᑲ,
• ᐃᓕᓴᐅᔪᖅᑐᑕᓂᓂᒃᓯᒪᑦ ᓚᐳᓪᓕᖅᑐᐸᐅᓚᐊᓕᕆᓴᓂᑲ
ᖃᑲᐅᓕᕆᖅᑕᑦᓗᓂ,
• ᐃᑲᔨᖅᑕᑦᓗᓂᑲ ᐊᐅᓪᓚᓂᓚᓂᓴᓴᐅᓂᑲ ᐊᓚᓴᓴᐅᓂᑲ
ᐃᓕᓴᐅᔪᑲᓴᐅᓂᑲᑦ ᐃᓕᓴᐅᔪᖅᑐᓂᓂᒃᓯᒪᔨᖅᑐᑲᖅᑐᑦ,
• ᐊᐅᓪᓚᓂᐅᔪᖅᑕᑦᓗᓂᑲᑎᑲ ᐃᓕᓴᐅᔪᖅᑲᓂᓂᒃᓯᒪᔨᖅᑐᑲᖅᑐᑦ
ᑐᓂᓴᓚᓂᓴᓴᐅᓂᑲᑦ ᐊᓕᓴᐅᔪᖅᑲᓂᓂᒃᓯᒪᔨᖅᑐᑲᖅᑐᑦ ᐊᓚᓗᑲ
ᐃᓕᓴᐅᔪᖅᑕᑦᓗᓂᑲᑎᑲ ᐃᓕᓴᐅᔪᖅᑕᐅᔨᒧᑦᓂᓴᓴᐅᓂᑲ,
• ᑲᒪᒋᔨᖅᑲᖅᑕᑦᓗᓂᑲᑎᑲ ᓄᑦᑕᓂᑲ ᐃᓕᓴᐅᔪᖅᑕᐅᔨᒧᑦᓂᓴᓴᐅᓂᑲ
ᐊᐅᓪᓚᓂᐅᔪᖅᑕᑦᓗᓂᑲᑎᑲ ᐊᑐᓂᖅᑎᓪᓗᒥᑦ ᐊᓚᓗᑲ
ᐃᓕᓴᐅᔪᖅᑕᑦᓗᓂᑲᑎᑲ ᐃᓕᓴᐅᔪᖅᑕᐅᔨᒧᑦᓂᓴᓴᐅᓂᑲ,
• ᐱᒪᒋᔪᖅᑲᖅᑕᑦᓗᓂᑲᑎᑲ ᓄᑦᓂᑲ ᐃᓕᓴᐅᔪᖅᑎᑦᑕᐅᔨᓄᑦᓂᑲ
ᐊᓂᓚᐊᓕᐅᔨᓄᑦᓗᑲ ᐊᑐᓂᖅᑎᓪᓗᒥᑦᓗᑲ ᐊᓚᓗᑲ
ᐃᓕᓴᐅᔪᖅᑕᑦᓗᓂᑲᑎᑲ ᖃᑲᐅᓕᕆᖅᑕᑦᓗᓂᑲᑎᑲ ᐊᓚᓗᑲ
ᐃᓕᓴᐅᔪᖅᑕᐅᔨᒧᑦᓂᓴᓴᐅᓂᑲ ᐊᐅᓪᓚᓂᐅᔪᖅᑕᐅᔨᒧᑦᓂᓴᓴᐅᓂᑲ,
ᐊᓚᓗᑲ ᐃᓕᓴᐅᔪᖅᑕᑦᓗᓂᑲᑎᑲ ᐊᑐᓂᖅᑎᓪᓗᒥᑦ ᐊᓚᓗᑲ
ᐃᓕᓴᐅᔪᖅᑕᐅᔨᒧᑦᓂᓴᓴᐅᓂᑲ ᐊᐅᓪᓚᓂᐅᔪᖅᑕᐅᔨᒧᑦᓂᓴᓴᐅᓂ

ᐊᐅᓚᑦᓯᓂᖅᓗᒃ

ᑎᑎᕋᖅᑕᐅᓚᐅᕋᖅᑐᑦᓴᖅ ᒪᓕᒪᖅᓄᑦ ᐱᓕᕆᕐᕋᕐᑎᑦ ᑭᓇᐅᔭᓂᖅ ᐊᑐᓵᒧᑦᓂᐊᕐᑕᕐᓂᖅ 1981-82-ᒧᑦ ᑐᕐᖏᒪᓕᓂᖅ, ᓴᓇᓗ ᐃᕐᓂᕆᔨᓕᕆᓂᕐᒧᑦ, ᖃᐅᔨᓴᖅᑕᐅᓂᐊᕐᓂᕆᕋᖅᓯᒪᑦᑎᑦ ᐅᕙᖅᖢᓂᒪᒪᓗᐊᕋᖅᓯᓂ, ᐅᕙᖅᖢᓂᓕᒫᑦᓕᒃᑐᑦ 1982-83-ᒥ ᑭᓇᐅᔭᐃᑦ ᐊᑐᓵᒧᑦᓂᐊᕐᑐᑦ ᐊᑐᖅᑭᔭᕐᑕᐅᓂᖅᑕᕐᓂᖅᐸᑦ ᒪᓂᓕᒍᕐᓂᐅᕐᓚᑦ 1981-82-ᒥ ᑭᓇᐅᔭᓂᖅ ᐊᑐᖅᑕᐅᓂᐅᕙᖅᓯᒪᔪᓂᖅ ᑐᓴᐅᒃᑐᖅᓂᓗᒃ.

ᒪᓕᒪᖅᓄᑦ ᐱᓕᕆᕐᕋᕐᑎᑦ ᐊᖏᖅᑭᖅᓯᐃᓂᐊᓂᕐᕋᕐᒪᑦᑎᒥᖅ ᑭᓇᐅᔭᓂᖅ ᐊᑐᓵᒧᑦᓂᐊᕐᑐᑦᓴᖅ ᐊᐅᓚᑦᓯᓂᖅᑐᑦᓴᖅ ᐊᑐᐊᒪᓂᖅᖢᓂᓗ ᐊᖏᖅᑭᐅᒪᐃᓐᓇᕐᓂᓗᒃᑐᑦ ᑭᓇᐅᔭᓂᖅ ᒪᓂᓕᒍᕐᓂᐅᕐᓚᑦ ᐊᑐᖅᑕᐅᓂᐅᕙᖅᓯᒪᔪᓂᖅ. ᐊᑐᐊᒪᓂᕐᓂᖅᓯᒪᔪᓂᖅ, ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᓂᐅᕙᖅᓯᒪᔪᓂᖅ ᐊᑐᓂᓯᓂᖅᑐᑦ ᒪᓂᓕᒍᕐᓂᐅᕐᓚᑦ ᐊᑐᖅᑕᐅᓂᐅᕙᖅᓯᒪᔪᓂᖅ ᑐᓴᐅᒃᑐᖅᓂᓗᒃ ᐊᑐᐊᒪᓂᕐᓂᖅᓯᒪᔪᓂᖅ ᐊᑐᖅᑕᐅᓂᐅᕙᖅᓯᒪᔪᓂᖅ ᑭᓇᐅᔭᓂᖅ ᐊᑐᖅᑕᐅᓂᐅᕙᖅᓯᒪᔪ

Administrative Structure

ᓇᐸᒐᓂᓗ. ᐅᓇᑦᓂ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ ᑲᑎᒪᓗᐅᔪᓄᑦ ᐅᖃᖅᑐᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᓇᖅᑎᓂ ᐃᓗᒪᑕᐅᔪᓄᑦ ᐊᓗᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ ᐊᖏᖅᑭᑐᓗᐊᖅᑐᒃᑐᓕ ᐅᑭᐅᓕ ᒪᖅᑲᓪ ᐊᐃᑉᑐᖅᓯᒪᔪᒃ ᐊᓗᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ ᐊᓗᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ ᐊᓗᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ ᐊᓗᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ.

ᐊᐃᑉᑐᖅᓯᒪᔪᒃ ᐱᓕᕆᔨᒃᑐᓕ ᖃᐅᔨᐊᓗᖅᓯᒪᔪᖅᑕ, ᐃᓕᓐᓂᐊᕐᓇᖅᑎᓂᖅᓯᒪᔪᖅᑕ ᐱᓇᐅᔭᐃᓕ ᐊᖏᖅᑭᑐᓗᐊᖅᑐᒃᑐᓕᕆᔨᒃᑐᖅᑕ, ᐱᓇᐅᔭᓄᑦ ᐊᖏᖅᑭᑐᓗᐊᖅᑐᒃᑐᓕᕆᔨᒃᑐᖅᑕ ᑭᓯᐊᓂᐅᔪᓐᓇᖅᑐᖅᑕ ᐱᓕᕆᔨᒃᑐᖅᑕ ᐊᐃᑉᑐᖅᓯᒪᔪᒃ ᐱᓇᐅᔭᓄᑦ. ᑕᒪᓐᓇ ᐊᐃᑉᑐᖅᓯᒪᔪᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ ᐃᓗᒪᑕᐅᔪᓄᑦ ᑲᑎᒪᓗᐅᔪᓄᑦ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᖅᓯᒪᔪᒃ ᐃᓗᒪᑕ

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Administrative Structure

ᐃᓱᒪᑕᖅᑲᐃᕐᓂ ᖃᐅᔨᓴᖅᓯᐊᕐᓇᖅᑐᓕᒃᑕ ᐊᐱᐅᑐᖅᓱᒪᓕᕆᓂ ᐱᓕᒪᔪᕐᓂᓄᓪ; ᐊᑐᖅᑕᐅᓪᓚᐅᖅᓱᒪᓕᕆᓂᓄᑦ ᐅᓄᐃᑎᖅᑲᐃᓐᓇᕐᓇᖅᑐᓕᒃᑕ ᑕᒪᓐᓇ ᖃᐅᔨᓴᖅᓯᖅᑐᑦᓯᓗᑎᓄᑦ. ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᖅᖃᖅᑐᑦᓯᒪᓕᒃᑕ ᐊᓱᕐᓂᓐᓄᑦ ᐱᓕᕆᔨᒃᑯᑦ ᖃᐅᔨᓴᖅᓯᖅᑐᑦᓯᒪᓕᒃᑕ ᐊᓱᒃᑐᑦ ᐊᓱᕐᓂᓐᓄᑦ ᐱᓕᕆᔨᒃᑯᑦ ᐊᐱᐅᑐᖅᓱᒪᓕᕆᓂᓄ

ᑕᑯᔭᐅᔪᓐᓇᖅᑕᕐᓗᓂᑲ ᖃᐅᔨᓴᖅᑕᐅᔪᓐᓇᖅᓴᑯᓗᓂᑦ. ᑕᒪᒃᑯᐊ ᐱᓇᐅᔭᐃᑦ ᖃᐅᔨᓴᖅᑕᐅᓂᖅᑕ ᑎᑎᕋᖅᓴᑯᑎᖅᑦ, ᒪᓕᒃᑯᑦ ᖃᐅᔨᓴᕆᑎᖅᑦ, ᒪᓕᒃᑯᑦ ᓯᔾᔪᕋᖅᑕᐅᓴᑯᔭᖅᑦ ᐊᒻᒪᓗ ᐊᑐᕋᖅᑕᒪᓂᖅᑕᓗ ᐱᓇᐅᔭᐃᑦ ᑎᑎᕋᖅᓴᑯᑎᖅᑦ ᑐᑭᓯᓚᐅᖅᑕᕐᓗᓂᑦ ᐊᒻᒪᓗ ᐊᐅᓚᑦᓯᑎᑦᓯᓂᖅᑕ ᓄᓇᕋᖅᓯᒪᔪᑦ ᒪᓕᒃᑯᑦᓂᒃ ᐱᓇᐅᔭᓂᒃ.

We therefore recommend that divisional boards of education, the Centres for Learning and Teaching, and the Arctic College shall have the power to establish their own priorities, programs, and schedules of implementation, although they must all work within budgetary guidelines for block grants approved by the Financial Management Board and the Executive Committee. They need not concern themselves with budgetary negotiations between territorial and federal governments nor with the process of planning and implementing the territorial budget. The territorial government need not concern itself with the priorities and programs of these agencies, except to ensure that they are consistent with the government's policies, in accordance with requirements of the Ordinance and Regulations, and that monies are appropriated correctly.

In general, we believe that the divisional boards of education, the Centres for Learning and Teaching, and the Arctic College can operate within percent-growth guidelines approved by the Executive Committee. They should set their own priorities within guidelines approved by the Minister of Education, and they must make their records available for auditing. Audit records, government survey forecasts, government priorities, and past records of expenditures should provide all of the data required for intergovernmental negotiations and for management of the territorial government's total budget.

ᐃᓕᓴᕐᓂᐊᕐᓇᖅ

SCHOOL PROGRAM

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ᐃᓕᓐᓂᐊᕈᑎᑦ

ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᑦᕃᒥᓂ ᐃᓕᑕᐅᔪᓕᐊᔪᑦ ᑐᓴᒪᓂᖅᓯᐊᖅᑐᑦ ᒪᑉᑐᒥᓂ. ᐅᑯᐊᖅᑕᐅᖅ ᐃᓕᓐᓂᐊᕈᑎᑦ ᐊᖏᖅᑯᓂᕗᑦ ᐊᑐᒪᓗ ᐃᓕᓴᐃᔨᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᕗᔪᑦ ᑕᒪᓐᓇᖅᑐᒥ ᐃᓕᓐᓂᐊᕈᑎᓂᓐ. ᑕᐃᒪᓕ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᕈᑎᓂᓐ ᐊᖏᖅᑯᓂᕗᐃᓕᓴᕐᓂᖅᓯᐊᖅᑐᒥᑦ ᐊᓐᓇᕐᓂᖅᓂᕗᓂᐊᖅᑐᑎᓂᓐ, ᐃᓕᓐᓂᕐᓂᕗᓂᐊᖅᑐᑎᓂᓐ, ᐱᔪᒪᔨᖅᑕᐅᓂᓐ ᐃᓕᓐᓂᐊᕈᑎᖅᑐᒍ, ᐊᖅᑎᓪᓗᒍ ᐃᓄᖅᑕᐅᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᖅᑐᓕᓂᓂᕐᓂᖅ ᐱᐅᓂᒃᓴᓕᓂᖅ. ᐃᓕᓐᓂᐊᕈᑎᖅᑐᓂᓐ ᐊᖏᖅᑯᓂᕗᐃᓕᓴᕐᓂᖅᓯᐊᖅᑐᑎᓂᓐ ᐃᓄᖅᑕᐅᓂᖅ ᐃᓕᓐᓂᐊᕈᑎᖅᑐᓂᓐ ᐃᓄᖅᑕᐅᓂᖅ ᓄᓇᕗᑦ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᖅ ᐃᓕᓐᓂᐊᕈᑎᖅᑐᓂᓐ

ᐃᓕᓴᕐᓂᐊᑭᑦ.

ᐊᒻᒪᓗ ᐊᑭᓚᐅᖅᑕᕐᓂᐊᓂᖅ ᐃᓕᓴᕆᔨᖃᑦᑕᕐᓂᖅ ᑲᑎᒪᔨᓂᖅ ᐃᓕᓴᕆᔨᖃᑦᑕᕐᓂᖅ ᑲᑎᒪᔨᓂᖅ, ᐃᓕᓴᕆᔨᖃᑦᑕᕐᓂᖅ ᐊᑭᓚᐅᖅᑕᕐᓂᐊᓂᖅ ᐃᓕᓴᕆᔨᖃᑦᑕᕐ

School Program

ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᐊᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᕐᓯᒪᓂᖅ
ᖃᐅᔨᐊᖅᑲᓂᐊᖅᓴᑦ, ᓄᓇᕗᓂᓗ ᐃᓕᓐᓂᐊᖅᑎᓪᓗᓂᑦ, ᐊᒻᒪᓗ
ᐱᓕᕆᓗᑎᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔪᑎᒃ ᑕᒪᐃᓐᓂᒃᓴ ᐃᑲᔪᓂᐊᖅᓴᑎᒃ
ᐃᓄᐃᑎᑦ ᐃᖅᑭᓕᖅᑎᑦᓗ ᐃᓕᓐᓂᐊᖅᑎᕐᓯᓂᐊᖅᓴᑎᒃ.
ᐃᓕᓐᓂᐊᕐᓂᐅᓂᐊᖅᑐᑦ ᐃᓕᖅᑲᓂᐊᖅᓴᑦ ᖃᓄᖅ
ᐃᓕᓐᓂᐊᖅᑎᕐᓯᖅᑕᑕᕐᓴᒪᒃᑦᑕ, ᐊᒻᒪᓗ
ᖃᓄᐅᔨᓴᖅᑕᑕᕐᓴᒪᒃᑦᑕ ᐊᑐᖅᑕᐅᔪᓂᖅ.

ᖁᑦᓪ ᐱᒋᐊᖅᓂᑎᒃ ᖃᓄᖅᓂᐊᓱᒃᔪᓕᖅᑐᑦ ᐃᓕᓴᐃᔨᐅᓂᐊᖅᑐᑦ
ᐊᒻᒪᓗ ᐃᓐᓇᖅᓂᒃ ᐃᓕᓴᐃᔨᐅᓂᐊᖅᑐᑦ
ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᓇᐊᖅᓄᖅᓯᒪᑦ ᐃᓕᓐᓂᐊᕐᓂᐊᖅᑎᓴᓕᓂᐊᖅᓂᒃ
ᓄᓇᕗᒻᒥ. ᑲᑎᒪᑎᓪᓗᕆᓂᖅ, FORT MCPHERSON-ᒥ

ᐊᒥᓱᒪᓕᕆᒻᒥ ᑭᓇᐅᔭᓂᒃ ᐊᑐᖅᓄᑦᓯᒪᑦ ᔮᓐᓇᐃᓐᓇᖅᑐᑦ
ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔪᓂᓴᓕᖅ, ᐊᒻᒪᓗ ᑕᒪᐃᓐᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᖅᑎᑦ
ᐊᐅᓚᓄᖅᑎᑕᐅᔭᕐᓗᒃᑕ ᓄᓇᕗᒻᒥ ᐊᑐᖅᑕᐅᓂᐊᓕᓂᒃ
ᐊᓱᓴᖅᓄᑕᐅᑕᖅᑕᕆᐊᖅᓄᑦᓯᒪᑦ ᓄᓇᕗᑦ ᐃᓕᓐᓂᐊᕆᐊᖅᓄᑕᕐᓂᒥᓄᑦ
ᐊᓱᖅᑭᖅᑕᐅᑎᐊᖅᓂᒃ. ᑲᑎᒪᑎᓪᓗᒥᓂ, ᐊᖏᐊᓂ

ᓄᓇᕗᓱᐊᖅᒥ ᐃᓕᓐᓂᐊᕐᓂᐅᓂᖅᓴᖅ, ᐊᓱᒃᑎᑎᑦ
ᐃᓕᓐᓂᐊᖅᑐᑐᓕᓂᓂᖅᒥ, ᐊᑕᐅᓱᖅᑭᓐᓇᖅᓴᖅ
ᐱᓕᕆᐊᓕᕆᔨᐅᓗᐊᖅᑕᕐᓴᒪᑦ. ᖃᓄᐅᔨᒪᒐᓗᐊᖅᓴᖅᑐᑦ ᑕᒪᓐᓇ
ᐱᔨᔪᑎᖃᓕᓴᖅᓱᓂ ᑕᐃᒪᓐᓇᐃᓕᒪᑦ, ᐊᓕᓴᐃᓕᓐᓂᒃ ᑕᒪᐃᓐᓇ
ᐅᖃᓕᓂᐊᕐᓗᒍᑦ ᐃᓕᓐᓂᐊᖅᑎᕐᓯᒪᔪᓕᖅᑐᖅᓴᖅᑕᕐᓂᒪᔪᑦ ᐊᒻᒪᓗ
ᐃᓕᓐᓂᐊᖅᑐᑐᓕᓂᓂᖅᒥ ᐱᔨᔪᑎᖃᓕᓴᖅᓱᓂ, ᓄᓇᕗᒻᒥ ᐅᖃᓕᓂᐊᕐᓗᒍᑦ
ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᕐᓗᒃᑕ ᐃᓕᓐᓂᐊᖅᑐᑐᓕᓂᓂᖅᒥ ᐊᑐᖅᑕᐅᓂᐊᓕᓂᒃ
ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᕐᓗᒃᑕ ᐱᔨᔪᑎᖃᓕᓴᖅᓱᓂ,

ᐃᓕᓴᐅᔪᓂ

ᐱᓕᕆᖃᑎᖃᕐᓂᐊᕆᐊᖃᖅᓯᒪᑕ ᐃᓕᓴᐅᓂᐊᕐᓯᓂᖅ ᐊᒻᒪᓗ ᓄᓇᓕᓴᖅ.

ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓵᓕᒫᑦ ᐱᓕᕆᔨᒃᑯᐊᓕᒫᑦ ᐱᓕᕆᐊᖃᖅᓯᓂᐊᖅᑐᑦ ᒪᑯᓂᖅᓯᒪ, ᐃᓕᓴᐅᔾᔨᒃᑯᓕᒫᑦ ᐃᓕᓴᐅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᑦ ᓄᓇᓕᓴᖅᑎᑦ ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᕐᓗᒍᓯᒪᓂᖅ, ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᖅᓯᒪᓂᖅ ᐊᒻᒪᓗ ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᖅᓴᓕᒫᑦ ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᖅᓯᒪᑦ ᐃᓕᓴᐅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᑦ, ᐃᓕᓴᐅᓂᐊᕐᑕᑎᓂᓵᓕᒫᑦ ᐱᓕᕆᖃᑎᖃᕐᓂᐊᖅᓴᓕᒫᖅ ᐊᐃᓐᖑᕐᓂᐊᕐᓗᒍᓂᖅ ᐊᒻᒪᓗ ᐃᓕᓴᐅᓂᐊᖅᑐᑎᓂᓵᓕᒫᑦ ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᕐᓗᒍᓂᖅ ᐃᓕᓴᐅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᑦ ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᕐᓗᒍᓂᖅ ᐃᓕᓴᐅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᑦ, ᐃᓕᓴᐅᓂᐊᕐᕆᐊᖅᑎᓕᕐᓂᐊᕐᓗᒍᓂᖅ ᐱᓕᕆᖃᑎᖃᕐᓂᐊᖅᓴᓕᒫᖅ ᐊᐃᓐᖑᕐᓂᐊᕐᓗᒍᓂᖅ ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᖅᓯᒪᑦ ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᕐᓗᒍᓂᖅ ᐃᓕᓴᐅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᑦ, ᐃᓕᓴᐅᓂᐊᖅᑎᓕᕐᓂᐊᕐᓗᒍᓂᖅ ᐃᓕᓴᐅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᑦ

School Program

5->ϟᑎᒥᓐᓇΔᑦ ᖃᓄᓇΔᑦᒧᑦ Δᓕᓐσ◁ᕆᐊᖏᑲᑦᒪᑕ. ᑕΔᒪᓕ ᑕᒪᖏᐊ Δᓕᓐσ◁ᑭᑕᐅᖏᑲᑕᖅᑐᑦ ᐁᖅᑭᑲᓕᒪᒪᓄᐊᖅᐸᑦ Δᓕᓐσ◁ᕆᐊᖏᑲᑕᖅᑐᓄᑦ? ᑲᑎᒪᑎᓕᔪᑦ ᖃᐅᔨᖅᑐᒥ

ᑕᒪᖏᐊ ᓄᑦᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᐅᓕᒪᓵᑦ ◁ᑐᖅᑕᐅᖏᑲᑕᒪᑦ Δᓕᓐσ◁ᐊᐃᖏσ, ᑕᒪᖏᐊ ᓄᑦσᖅ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᖅᑐᑦ Δᓕᐅᖏᑲᑕᐅᖏᑲᑕᕆᐊᖏᑲᖅᐸᑦ Δᓕᓐσ◁ᖅᑎᑕᐅσᑦᒥᓐσᖅ Δᓕᓴᐃᓗᐅσ◁ᖅᑐᑦ. ᒪᖅᐊ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᖅᑐᑦ Δᑲᓵᖅᑕᐅᖏᑲᑕᕆᐊᖏᑲσ◁ᖅᒪᑦ Δᓕᓐσ◁ᐊᐃᖏᒥ Δᓕᓴᐃᓗᐅᓵᓂσ, ◁ᒪᒪᔪ Δᓕᓴᐃᓗᐅᓵᓂσ Δᑲᓵᖅᑕᐅᖏᑲᑕᕆᐊᖏᑲσ◁ᖅᒪᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᖅᑐᑦ. ᒪᖅᐊ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᖅᑐᑦ Δᑲᓵᖅᑕᐅᖏᑲᑕᕆᐊᖏᑲσ◁ᖅᒪᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᖅᑐᑦ Δᑲᓵᖅᑕᐅᖏᑲᑕᕆᐊᖏᑲσ◁ᖅᒪᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᖅᑐᑦ. ᒪᖅᐊ ◁ᐃᑲᐅᖏᑲᑕᖅᑐᑦ Δᓕᓐσ◁ᖅᑎᑕᐅσᑦᒥᓐσᖅ ᑲᑎᒪᓗᐅᕆᑦ ᑲᒪᕆᑲᐅᖏᑲᑕᖅᑐᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᖅᑐᑦ, ᓇᒻᒥσᑦᑐ, ᖃᐅᐅᒪᕆᐊᖏᑲᑕᖅᑐᑦ ᐱᓕᓂᖃᐅᑲᓂᑎᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᑭᓇᖏᐊᖏᑲᑕᖅᑐᑦ. ᐅᕙᓪᓚᑦ ᑲᓇᑐᖏᑎᕆᓂᑎᑦ ᐱᓕᓂᖃᐅᑲᑎᑎᓂ Δᓕᓐσ◁ᖅᑎᑕᐅσᑦᒥᓐσᖅ ᐱᓕᓂᖃᐅᑲᑎᑎᓂ ◁ᒪᒪᔪ ᓄᓇᒃσ Δᓕᓐσ◁ᐊᐃᖏσᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᑭᑭᖏᑲᑕᖅᑐᑦ.

◁ᐱᓕᖏᑕᑦᕆᒪᒪᔪ◁ᕆᕋᑦ Δᑲᕙᑦᑕᐅᕙᒪᑦᔪᑦ Δᓄᑦᑎᑦ Δᓕᓐσ◁ᑭᑎᓕᐅᖏᑲᑕᑭᓇᖏᐊᖏᑲσᑦ. ᑭᕆ◁σ ᖃᑲᓄᓇᐅᑎ◁ᖅᑐᑦᖃᑲᐅᖅᑐᑦᖃᑲᐅᖅᓯᒪᖏᑦᑕᒪᑦ ᓭᓂ, ◁ᒪᒪᔪ Δᑲᕙᑦᑎᖏᑎ◁ᖅᑲᒪᖅᑲᑕᖅᑎᑦᑕ ᐱᒋ◁ᖅᑕᐅᕆᒪᕙᒥᑦ ᑲᑎᒪᑎᓕᔪᑦ, ᐊᖏ◁σ

ᑐᓴᐅᒪᓂᕆᔪᑦᑎᓐ ᒪᓕᓐᓂᖃᐅᑲᑎᑎᓂ ᐃᓕᓴᐅᒪᓂᕆᔪᑦᑎᓐ ᐃᓄᐃᑦᑎᓐ ᐊᑐᓂᖃᐅᑲᑎᑎᓂ

ᐊᑐᓕᖅᑕᐅᓴᓐᓇᕐᓂᒃᑯᑦ
ᐃᓱᒪᓕᐅᔪᓱᐊᕈᓐᓇᕐᓂᖅᓴᖅᑕᕐᓂᕐᓂᐊᕐᓚᑦ.

ᓄᓇᕗᑦ ᐃᓕᐅᓂᖓᑦ ᐅᓪᓗᑕᓂᑯᓘᑦ ᐊᑐᓕᕐᓂᑯᓘᑦ, ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᓐᓇᖅ ᐊᓪᓚᓗ
ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᒃᑯᑦ ᐅᓇᓕᕐᓂᓗ ᐃᓄᐃᑦ ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᒃᑯᑦ ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᖅ
ᓄᓇᕗᑦᓴᖅᑐᐅᔪᓐᓇᖅᓯᓂᖅ. ᑲᑎᒪᑎᓕᔪᓂᖅᑲᑕᖅᑎᓯᓗᑕ ᐊᓪᓚᓗ
ᐅᓂᖅᑲᑦᓴᐃᓐᓇᖅᓂ ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᓐᓇᑦ
ᑲᑎᒪᓂᕆᔨᐃᔪᐃᓴᕐᓇᖅᑐᓂᑦ, ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᐃᓐᓇᖅ ᓄᓇᕗᓕᐊᓕᒫᓂ
ᐅᑯᐃᓂᐊᒃ ᐃᑲᔪᕈᒪᓂᕆᔨᑲᖅᑐᑦ: ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᐅᓯᑎᖅ ᑲᒪᓂᑦᔨᖅᐊᕐᓴᖅᑕᐃᓕᓂ
ᐊᓪᓚᓗ ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᓴᓐᓇᖅ ᑲᒪᓂᔨᖅᓴᖅᑕᓂᕐᓂᐊᕐᓚᑦ.

ᒪᖅᑯᐊᓗ ᐊᑐᖅᑕᐅᓂᐊᕈᖅᐸᑦ, ᓄᓇᕗᒥ
ᐃᓕᓴᕐᓂᐊᕈᖅᑎᑕᐅᔨᖅᐊᕈᖅᑲᓴᓂᐊᕈᖅᑐᓴ ᖃᓄᖅᓴᖅ
ᐃᓕᓴᕐᓂᐊᑭᑎᓕᐅᑎᖅᑲᓴᓐᓇᖅᓯᓂᖅ ᐊᓪᓚᓗ ᖃᓄᖅᓴᖅ
ᐊᑐᖅᑕᐅᓴᖅᑕᕐᑭᓐᓇᖅᓴᖅᑕᒥ. ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᐃᓐᓇᖅᓴᑦ ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᑦ
ᑕᒪᕐᓂᖅ ᐃᓕᐅᔨᖅᐊᕈᖅᑲᓴᖅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᑭᑎᓕᐅᑎᖅᑲᓴᓐᓇᖅᓯᓂᖅ.
ᐅᓄᐱᑭᓚᓂᖅᑲᓕᑦ ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᐃᓐᓇᖅᓴᑦ ᓄᓇᕗᑦᓴᖅ
ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᒃᑯᑦ ᑲᒪᓂᔨᖅᓴᖅᑕᓂᕐᓂᐊᕐᓚᑦ ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ
ᓄᓇᕗᑦᓴᖅ ᐃᓕᓴᕐᓂᐊᑭᐅᐅᖅᑲᓴᖅᑕᕐᓂᐊᕐᓚᑦ.

ᐃᑲᔪᕈᒪᓂᕆᔨᑲᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᒃᑯᑦ
ᐃᓕᓴᕐᓂᐊᓗᓂᐊᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ.
ᑲᑎᒪᓂᓕᕆᓂᖅ, ᑐᓴᐅᒃᑯᓕᕆᓂᖅ

ᓯᑕᒧᑦ ᐃᓕᓴᕐᓂᐊᓗᓂᐊᑭᒪᓕᕐᓂᐊᓂᑲᓴᖅᓯᓂᐊᕐᓂᖅ ᐱᑦᑲᓴᖅᓯᒪᓕᖅ, ᐊᓪᓚᓗ
ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᐃᓐᓇᖅ ᐊᑲᓇᑕᒫᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ. ᑲᑎᒪᓂᓕᕆᓂᖅ, ᓇᐅᔨᖅ
ᐃᓕᓴᕐᓂᐊᓗᓂᐊᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᐃᓐᓇᖅᓴᑦ ᓄᓇᕗᑦᓴᖅ
ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᒃᑯᑦ ᐃᓕᓴᕐᓂᐊᓗᓂᐊᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ
ᐃᓕᓴᕐᓂᐊᓗᓂᐊᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᓐᓇᖅᓯᓂᖅᑕᐃᓕᓴᕐᓂᐊᕐᓚᑦ ᐃᒪᓐᓇᐃᓕᓴᕐᓂᐊᕐᓚᑦ:

• ᐊᑲᐅᔪᖅᑲᓐᓂᖅᓴᐃᓐᓇᖅ ᑐᑭᓯᐅᒪᓕᕐᓂᐊᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ,
ᐃᓕᓴᕐᓂᐊᑭᑎᑎᓕᐅᔨᖅᓯᓂᖅ ᐃᑲᔪᕈᓐᓇᕐᓂᒃᑯᑦᓴᓐᓂᖅ ᐃᓕᐅᔨᖅᑕᕐᓂᕐᓴᓐᓂᖅ
ᐃᓕᓴᕐᓂᐊᕈᓐᓇᕐᓂᒃᑯᑦᔪᓐᓇᖅ;
• ᐃᓕᓴᕐᓂᐊᓗᓂᐊᕐᓂᐊᕈᓐᓇᕐᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ, ᓄᓇᕗᒻᒥᓂᖅᓴᖅᑕᕐᓂᐊᕐᓚᑦ ᐊᓪᓚᓗ

- effective teachers, who have the special knowledge, skills, and attitudes needed to teach in northern communities;
- a program that meets the needs of children in a northern environment; and
- evidence that going to school will make an important difference to the quality of life both before and after graduation from school.

There is no incentive to have the children come to school, and the parents do not encourage them to come to school. Public Hearing, Repulse Bay.

Of course, counselling services should be available for chronic non-attenders, and certain cases may require individual attention, but we are convinced that major problems of school attendance are indicators of much more serious problems in the educational system.

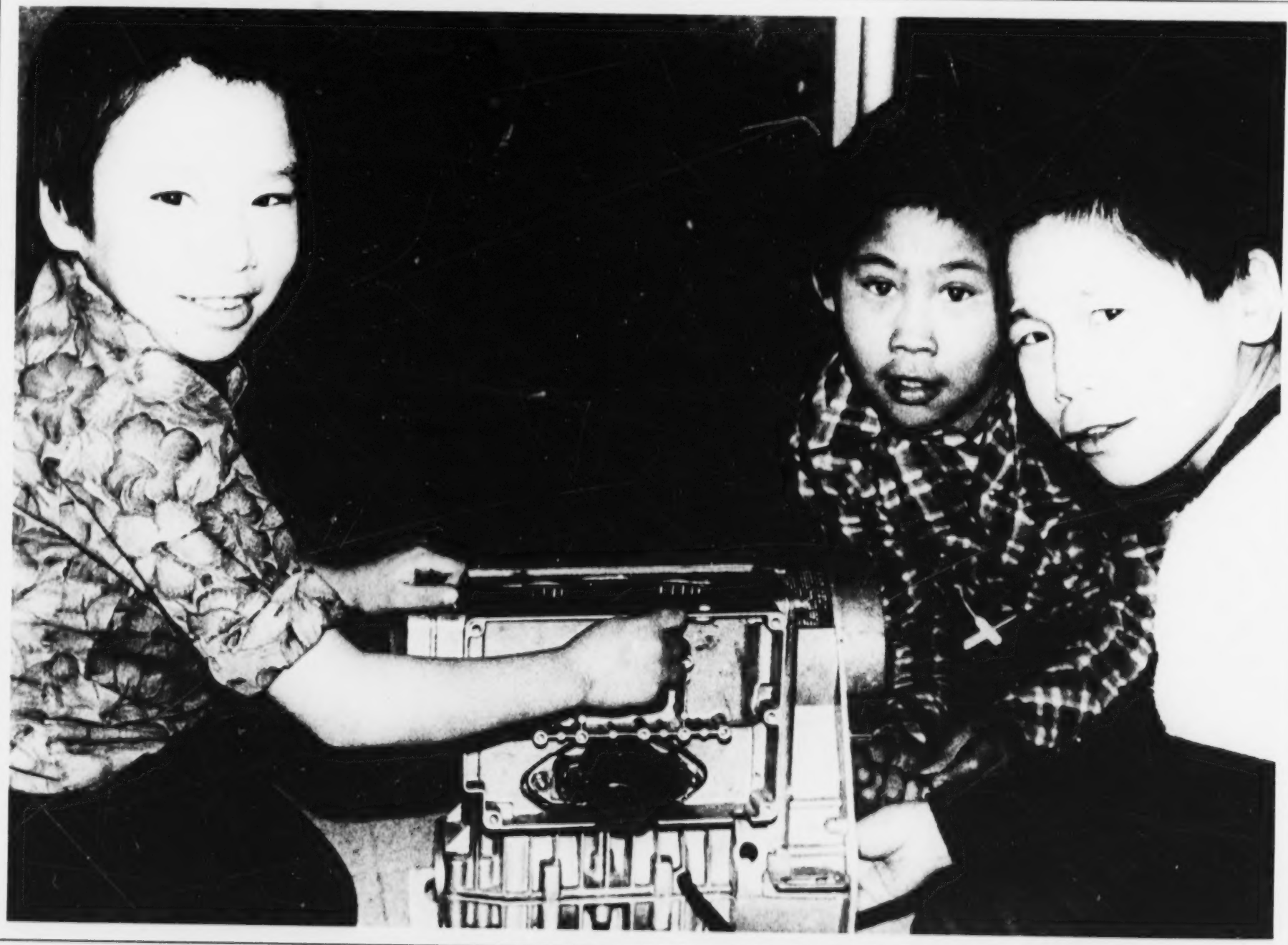
You can't take the kids and force them to go to school. You have to look at the needs and the system. Perhaps the programs don't meet the needs of the kids. Public Hearing, Hay River.

GRADE 10 IN EVERY COMMUNITY

At present, most students who wish to continue their education beyond Grade 9 must, at a young age, leave their homes in small communities to live in a crowded residence in some distant settlement while attending a large, composite high school. Not surprisingly, most of them are unhappy, and the drop-out rate for students in Grades 9 and 10 is very high indeed. We have heard abundant testimony to suggest that, if these students could live at home, most of them would remain in school through Grade 10. Recent advances in educational technology should enable most schools, with the addition of one more teacher to staff, to offer Grades 9 and 10.

PROGRAM POLICY RECOMMENDATION 15

The Department of Education shall regard research into curriculum development as a funding priority.



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ᐃᓕᓴᕐᓂᐊᓂᕐᒥᔨᓯᕐᓂᐊᕈᓐᓇᕐᓂᑲᓂᖅᑐᓂᖅ ᓄᓇᕗᑦ ᓄᓇᓕᖅᑐᓂᖅ;
• ᐃᓕᓴᕐᓂᐊᕈᑎᒃᓴᕗᑦᑕᕐᓂᐊᖅᑕᑦ ᐅᑭᐅᖅᓯᑕᖅᑐᑎ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ
ᐃᓕᓴᕐᓂᐊᓕᕆᔨᖅᓴᖅᑕᕐᓂᐊᓂᖅᑐᑦ ᖃᐅᔨᒪᔭᕆᓕᕆᔨᖅᓴᖅᑕᕐᓂᐊᓂᖅᓗ
ᐃᓕᓴᕆᔨᖅᓴᖅᑕᕐᓂᑦ; ᐊᒻᒪᓗ
• ᑕᑯᐊᓴᐅᑎᑕᐅᔪᑦᓴᓄᑦᓗ ᐃᓕᓴᕐᓂᐊᖅᓂᖅᑐᑦ ᐊᑐᓂᖅᓴᖅᓯᒪᓕᖅᓯᒪᔪᑦ
ᐃᐅᓐᓄᒃᑎᒋᐊᕐᓂᓕᕆᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑎᓯᒪᔪᑦ ᐊᒻᒪᓗ
ᐃᓕᓴᕐᓂᐊᖅᓯᓂᐅᓕᕆᓂᖅᑎᓯᒪᔪᑦ.

ᓯᑭᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᑭᒪᔨᖅᓯᒪᓂᖅᑐᑦ
ᐃᓕᓴᕐᓂᐊᓕᕆᔨᖅᑎᑕᐅᔪᑦᓴᖅᓯᒪᒪᓕᑦ. ᐱᒃᓗᐊᖅᑐᖅᑕᕐᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ
ᐃᓕᓴᕐᓂᐊᕈᓯᓕᒃᓴᖅᑕᕐᓂᐊᖅᑐᑦ ᒪᓕᒃᓗᑦᑐᑦ ᐱᒃᓗᐊᖅᑐᖅᑕᕐᓂᐊᖅᓴᖅᑕᑦ. ᐃᓱᒪᖅᓴᖅ
ᐃᓕᓴᕐᓂᐊᖅᑐᖅᑕᕐᓂᐊᖅᓴᖅᑕᕐᓂᑦ ᐊᑐᓵᓂᖅᓴᖅᑕᕐᓂᐊᖅᓴᖅᑕᕐᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᖅᓯᒪᓕᖅᑐᑦ.
ᑲᑎᒪᓂᓗᑦᑐᑦ HAY RIVER-ᒥ

ᑕᒪᒃᑯᐊ ᐃᓕᓴᕐᓂᐊᓕᕆᔨᖅᓴᖅᑕᕐᓂᐊᓂᖅᑐᑦ
ᐃᑲᔪᖅᑐᓂᖅᓴᖅᑕᕐᓂᐊᖅᓴᖅᑕᕐᓂᑦ, ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂ ᐊᑐᓂ
ᐱᓕᕆᐊᖅᔪᓗᓂᒃ, ᑭᓯᐊᓂ ᓴᖅᑭᑲᒪᔨᖅᑕᕐᓂ ᐊᓯᐊᓂᒃ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓂᕐᒥ ᐊᖅᑭᒃᓴᖅᓯᓕᐅᑎᓴᖅᓴᖅᑕᕐᓂᐊᓂᒃ
ᐃᓕᓴᕐᓂᐊᕆᔨᖅᓴᖅᑕᕐᓂᐊᖅᓯᒪᓕᖅᑐᑦ.

ᓄᓇᓕᒃ ᐃᓕᓴᕐᓂᐊᖅᑎᐱᑦ
ᑕᒪᓐᓇᖅᑐᑦ
10-ᒥᑦ ᐃᓕᓴᕐᓂᐊᖅ-
ᓴᑎᖅᓴᓂᑦ

ᒪᓐᓇᐅᔪ, ᐃᓕᓴᕐᓂᐊᖅᑲᓴᑎᔨᑦ ᔪᓚᑦ 9 ᐅᖃᖅᑕᓄᑦ,
ᒪᑲᓂᔾᔪᒪᓂᐅᔪᓂᖅᑐᒃ, ᓄᓇᒥᖃᓄᑦ ᐊᐅᓪᓚᓂᐊᕐᓴᖅᑕᕐᓂᒪᑦ
ᐅᖃᖅᓯᖅᑐᑐᒪᑦ ᐃᓕᓴᕐᓂᐊᓂᐊᕐᓂᐊᓂᖅᑐᒃ. ᓱᓴᖅᐃᒪᒪᐅᓚᐊᕐᓴᖅ,
ᐊᒥᓱᓄ ᓴᓇᐃᐊᓯᖅᑕᕐᓂᐊᖅᓯᒪᒪᓕᑦ ᐊᐅᓪᓚᓂᖅᓴᖅᑕᖅ, ᐊᒻᒪᓗ ᔪᓚᑦ
9-ᒥ ᐊᒻᒪᓗ ᔪᓚᑦ 10-ᒥ ᐃᓕᓴᕐᓂᐊᖅᓴᖅᑕᕐᓂᐊᓂᖅ
ᐃᓕᓴᕐᓂᐊᖅᓴᓂᕐᓂᒪᓇᓂᒃ ᓄᓴᖅᑲᖅᑕᕐᓂᒪᑦ ᐊᒥᓱᓄ, ᐊᒥᓱᓄᐃᓴᖅᓂᑦ
ᑐᓴᖅᑕᕐᓂᑕᓚᐅᕐᓂᑦ, ᑕᒪᒃᑯᐊ ᐃᓕᓴᕐᓂᐊᖅᓴᓂᕐᓂᒪᓕᕆᔨᖅᓴᖅᑕᕐᓂᐊᓂᖅ
ᐊᑐᓂᕐᓂᖅᓴᓕᒪᓐᓇᕐᓂᐊᕐᓂᐊᖅ ᐃᓕᓴᕐᓂᐊᖅᓴᓂᕐᓂᓴᓂᐊᓂᖅ
ᓄᖅᑲᖅᑕᕐᓂᒪᒃᑐᓂᖅᓴᖅᑕᒪᒃᑯᐊᓂᖅ ᔪᓚᑦ 10-ᒥᓗ
ᐃᓕᓴᕐᓂᐊᖅᓴᓂᕐᓂᐊᓂᖅ. ᑕᐃᒪᓕ ᐃᓕᓴᕐᓂᐊᖅᓴᐃᓐᓂ ᐊᒥᓱᓂ
ᐃᓕᑐᐃᓚᖅᑕᒪᓐᓇᕐᓂᐊᖅᓴᖅᑕᑦ ᐊᑕᐅᓯᖅᑎᒃ ᐃᓕᒥᐊᖅᑎᓂᖅᑐᒃ
ᐃᓕᓴᕐᓂᐊᖅᓴᖅᑕᕐᓂᑦᑎᓯᒪᓕᖅᓴᖅᑕᕐᓂᐊᖅᑐᒃ ᔪᓚᑦ 9-ᒥᑦ 10-ᒥᓗ
ᑕᒪᓐᓇ ᐃᑲᔪᖅᓴᖅᑕᕐᓂᐊᖅᓴᖅᑕᕐᓂᐅᔭᕆᓴᖅ.

ᐃᓕᓴᕐᓂᐊᖅᓴᖅᑕᕐᓂᐊᓕᕆᔨᖅᑐᑦ ᓄᓇᕗᑦᓂ ᐱᓕᕆᔨᖅᓴᖅᑕᕐᓂᐊᖅᓯᒪᓕᖅᑐᑦ
ᑐᓴᖅᓯᓂᐊᕐᓇᖅᑐᒃ ᓄᓇᕗᑦᓂ ᐊᑦᑐᓴᖅᑲᖅᑕᕐᓂᐊᖅᔪᓂᖅᓴᖅᑕᑦ. ᑲᑎᒪᓂᓗᑦᑐᑦ
ᐃᐅᓐᓄᒃᑎᒋᐊᕐᓂᐊᖅᓴᖅᑕᕐᓂᐊᖅᓯᒪᓕᖅᑐᑦ

ᖃᐅᔨᓴᕆᔨᖅᑕᕐᓂᐊᖅᑐᓴᖅᑕᕐᓂᐊᖅᓯᒪᓕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᓴᖅᑕᕐᓂᐊᓂᖅᑐᑦ ᐊᒻᒪᓗ
ᐃᓕᓴᕐᓂᐊᓕᕆᔨᖅᑕᐅᓴᖅᑕᕐᓂᐊᖅᓴᖅᑕᕐᓂᑦ ᖃᐅᔨᓴᕆᔨᖅᑕᕐᓂᐊᖅᓴᖅᑕᕐᓂᑦ

We know very little about differences in the manner and the rate at which northern Native children learn when they are taught in English or when they are taught in their own language. Without this knowledge, new programs have been developed, tried, and discarded — perhaps prematurely — because their results were not immediately obvious and satisfactory.

Is there research done now in different learning strategies and different learning activities in cross-cultural situations? Are there resources available to support research into this area in the near future? *Public Hearing, Cambridge Bay.*

Research in this important subject must include observation of the effects of new programs on learners, and the results of this research must be closely linked to curriculum development and to teacher training.

For research into curriculum development, we recommend:

- the team approach, which will bring together members of the community, classroom teachers, curriculum specialists, linguists, and language specialists;
- the development of methods for the observation, measurement, and interpretation of results in the classroom;
- training sessions to enable Native-speaking teachers to participate in this process;
- using the understanding gained by observation in the classroom and other information available to develop new materials for trial in the classroom;
- making this material for the classroom immediately available to the teachers;
- making new materials for the classroom available to in-service courses and to other teacher-training courses; and
- reviewing new materials for the classroom on the basis of responses from both students and teachers.

CURRICULUM SHOULD BE DEVELOPED IN CLASSROOMS

This approach to the development of new materials for the classroom is fundamentally different from the process of curriculum development and implementation that exists at present. It formally rejects the idea that adequate new cur-

School Program

ᐃᓕᖅᑯᓯᒪᔨᖅᑎᑦᓯᐊᕐᓂᖅᓴᓪ? ᖃᐅᔨᓴᖅᑎᑦᖃᐅᔨᕐᓱᓕᕐᓂᐊᖅᑐᑦ
ᑕᒪᔨᒪ ᖃᐅᔨᓴᖅᑎᑦᑕᐅᓂᐊᖅᓂᕐᒪᓕᕐᓂ ᓯᕗᓂᓂᓂᐊᖅᑎᑦᑕᓴᖅᓂᕐᓂ?
ᑲᑎᒪᓕᖅᓱᓕᖅ, ᐃᖅᑲᓱᐅᕙᓯᓂᐊᖅᑎᓪᓗ

ᐃᓕᓴᕐᓂᐊᕐᕕᖅᑕ ᐊᑐᐊᒪᖅᓯᒪᑦ ᐊᑐᓕᖅᑯᓯᐅᔨᕐᓴᖅ 15

ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᓚᐅᖅᑯᑦ ᕿᓇᐅᔨᓂᐅᒃ ᐊᖅᑲᕈᐅᓯᓯᓗᐃᓕᓕᕐᓂᖅ
ᐃᓕᓴᕐᓂᐊᕐᕕᖅᑕ ᖃᐅᔨᓴᖅᓯᕗᑎᐅᓚᖅᓯᒪᓴᐅᓂᐅᒃ ᓯᕗᓪᓕᓴᖅᑕᐅᑎᕐᓯᓂᐊᖅᑐᑦᓯᑦ.

ᖃᐅᔨᓴᒪᓕᕐᓂᐊᖅᓯᒪᓴᐅᓂᑦ ᖃᐅᓂᒃ ᐃᓕᓴᕐᓯᓕᓕᓂᐊᖅᑲᑦᓴᒪᖅᑎᑦᓯᒪᖅᑎᑦᑕ
ᑕᒪᑲᑯᐊ ᖃᐅᔪᓐᓇᖅᔪᓂᓴᓯᒪᓕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᑦ ᐅᑭᐅᖅᑕᖅᑐᑦᓯᑦ
ᐃᓕᓴᕐᓂᐊᕐᕕᖅᑲᓪᓚᕐᓂᖅᑐᑦ ᖃᐅᔪᓐᓇᖅᔪᓂᓴᓯᒪᓕᖅᑐᑦᓯᑦ ᐊᓪᓚᔪ ᐅᖅᑲᐅᓯᔾᔪᑎᓂᓴᓯᑦ.
ᑕᒪᓐᓇ ᖃᐅᔨᒪᓐᓇᖅᓯᒪᔪᓐᓇᔭᑦ, ᓄᑖᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᕕᖅᑎᓂᓂᖅᓂᖅ
ᐊᑦᑲᐅᓯᐃᖅᑲᑦᑕᒪᒃᑕ, ᐅᖅᑐᑦᑲᑕᐅᔨᓴᖅᓂᕐᒪᔪᓂᖅ, ᐊᓪᓚᔪ ᐃᓕᓴᕐᓯᑦ
ᐊᑐᑦᑲᑕᐅᔨᓴᓐᓂᖅᑲᑦᑕᑦᓴᑦ -- ᐃᓪᓚᒪᑦᑲᒃ
ᐅᖅᑐᑦᑲᑕᐅᔨᓯᓯᓯᐊᓕᖅᑐᑦᑲᒃᑐᖅᓂᖅ ᓴᓪᓚᒪᕐᓗᐃᓕᓴᕐᓂᖅᑲᑦᑕᒪᒃᑕ.
ᖃᐅᔨᓴᖅᑎᓂᓂᐊᖅᑎᑦᓴᓕᖅᑐᑦ ᑕᒪᑐᒥᓪᓚᒃ ᐊᑐᓪᓚᕆᓂᐅᑎᒃ
ᖃᐅᔨᓴᖅᓀᐊᖅᑎᑦᓂᐊᖅᑐᑦᓴᑦ ᑕᒪᓕᕐᓂᐊ ᓄᑖᑦ ᐃᓕᓴᕐᓯᑦ ᐊᓪᓚᔪ ᖃᐅᔨᓴᖅᓯᓂᐊᖅᑐᑦᓴᑦ
ᐃᑲᓴᓂᓴᓯᐊᓕᖅᑐᑦᓴᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᑦ ᐊᓪᓚᔪ ᖃᐅᔨᓴᖅᓯᓂᐊᖅᑐᑦᓴᑦ
ᒪᓕᐅᑕᐅᓯᓯᐊᓕᖅᑐᑦᓴᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᑦ ᐊᓪᓚᔪ ᖃᐅᔨᓴᖅᓯᓂᐊᖅᑐᑦᓴᑦ
ᐃᓕᓴᕐᓂᐊᖅᑎᓪᓗᓯᓯᒥ ᐃᓕᓴᕐᓂᐊᖅᑲᐃᐅᑲᐅᓯᓂᐊᖅᑐᑦᓴᑦ.

ᐃᓕᓴᕐᓂᐊᖅᑎᓕᐅᑐᑦᑕᐅᓴᖅᑕᑦᑐᑦ ᖃᐅᔨᓴᖅᑎᑦᑕᐅᓂᓯᒪᓕᕐᓂᐊᖅᓄᑦ,
ᐃᒪᓕᕐᓂᐊᕐᕕᖅᑕᐅᔨᓴᖅᓯᓂᐊᖅᑐᑦᓴᑦ.

- ᐱᓕᓀᖅᑎᑦᓴᖅᓯᒪᓂᖅ ᓄᓇᓕᓯᓂ ᑲᑎᒪᓕᐳᑐᑦᓴᖅᑕᐅᓕᕐᓂᐊᖅᓄᑦ,
ᐃᓕᓴᕐᓂᐊᕐᕕᖅᓯᓕᓄᑦ, ᐃᓕᓴᕐᓂᐊᖅᑎᓕᐅᑐᑦᓴᖅᑕᐅᓕᕐᓂᐊᖅᑐᑦᓴᑦ, ᐅᑦᖃᐅᔨᓴᓕᓀᐊᖅᑐᑦᓴᑦ,
ᐊᓪᓚᔪ ᐅᑦᖃᐅᔨᓴᖅᓱᐅᓂᐅᒃ ᐱᓕᓀᐊᖅᑎᑦᖃᐅᔨᓴᖅᑕᐅᓕᕐᓂᐊᖅᑐᑦᓴᑦ;
- ᐊᑦᑲᐅᓯᐃᖅᑲᑦᑕᒪᒃᑕ ᖃᐅᓂᒃ ᖃᐅᔨᓴᖅᑎᑦᖃᐅᔨᓴᖅᓯᒪᓕᕐᓂᐊᖅᓄᑦ
ᐃᓕᓴᕐᓂᐊᕐᕕᖅᑎᑦᓴᓕᖅᓯᒪᓕᕐᓂᐊᖅᓄᑦ;
- ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᖅᑎᑦᓴᖅᑕᐅᓴᖅᑎᑦᓴᓕᖅᓯᒪᓕᕐᓂᐊᖅᓄᑦ ᖃᐅᔨᓴᖅᓯᓂᐊᖅᑐᑦᓴᑦ ᐅᑦᖃᐅᔨᓴᖅᓱᐅᓂᐅᒃ
ᐅᑦᖃᐅᔨᓴᖅᓂᕐᒪᔪᓂᖅ ᐃᓕᓴᕐᓯᑦ;
- ᖃᐅᔨᓴᖅᑎᑦᓴᖅᑕᐅᓕᐅᑐᑦᓴᖅᑕᐅᓂᐅᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᑦ ᐅᑭᐅᖅᑕᖅᑐᑦᓴᖅᑕᐅᓂᐅᒃ;
ᐃᓕᓴᕐᓂᐊᖅᑎᓕᐅᑐᑦᓴᖅᑕᐅᓴᖅᓯᓂᐊᖅᑐᑦᓴᑦ ᐊᑐᑦᓴᓂᐅᒃ ᓄᑖᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᖅᑕᐅᓂᐅᒃ;
- ᑕᒪᑲᑯᐊ ᓄᑖᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᓕᐅᑐᑦᓴᖅᑕᐅᓕᕐᓂᐊᖅᑐᑦᓴᑦ ᖃᐅᓕᒥ
ᐊᑦᑲᐅᓯᐃᖅᑲᑦᑕᒪᒃᑕᓂᕐᓂᐊᖅᑐᑦᓴᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᖅᑕᐅᓕᕐᓂᐊᖅᑐᑦᓴᑦ;
- ᓄᑖᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᓕᐅᑐᑦᓴᖅᑕᐅᓂᐅᒃ ᐊᑦᑲᐅᓯᐃᖅᑲᑦᑕᒪᒃᑕᓂᕐᓂᐊᖅᑐᑦᓴᑦ
ᑕᒪᑲᑯᐊᓂᐅᑦᓴᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᑦ ᐊᓪᓚᔪ ᐃᓕᓴᕐᓯᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᖅᑕᐅᓂᐅᒃ;
ᐊᓪᓚᔪ
- ᓄᑖᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᓕᐅᑐᑦᓴᖅᑕᐅᓕᕐᓂᐊᖅᑐᑦᓴᑦ ᖃᐅᔨᓴᖅᑎᑦᑕᐅᓂᐅᒃ
ᖃᐅᔨᓴᖅᑐᑦᓴᓕᖅᓯᒪᓕᕐᓂᐊᖅᑐᑦᓴᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓴᑦ.

Hundreds and thousands of dollars are spent on curriculum development in Yellowknife, and when the packages come to the community they have to be changed to the particular community's needs. *Public Hearing, Eskimo Point.*

Such an approach to curriculum development is little more than trial and error in classrooms, with revisions based on the errors. We recommend an approach based on an understanding of current research and on intelligent and systematic observation by teachers. This approach recognizes that teachers, even teachers in small communities, can develop useful programs and teaching materials on their own. These programs and materials may be useful to other schools if intelligent and systematic appraisals of their effectiveness is a part of the teacher-training program.

Responsibility for the development of new programs and teaching materials should not be left entirely to local teachers. Program development of this sort may be regarded as a classroom-oriented process that should involve the participation of all northern teachers in the work of the Centres for Learning and Teaching.

In Inuktitut there is no curriculum, but southern teachers follow a curriculum. In Inuktitut you have to make it up as you go along. Inuktitut teachers should get together to develop curriculum. *Public Hearing, Frobisher Bay.*

Teachers and others with special competencies may take on roles and responsibilities beyond their own classrooms and communities to demonstrate new ideas for teaching, the production of new materials, work with Native languages, or adaptations of training courses. New career opportunities will become available for northern teachers who participate in curriculum development, in training positions at the divisional level, and in the Centres for Learning and Teaching.

ᐃᓕᓴᕐᓂᐊᕈᑎᑦ

ᐃᓕᓴᕐᓂᐊᕈᑎᓗᒃᑑᑦ ᖃᐅᔨᓴᖅᑕᐅᔨᓚᐊᖅᑐᖅᓴᑦ
ᐊᑐᖅᑕᐅᑎᓯᓗᒋᑦ. ᑲᑎᒪᓯᓗᒋᑦ, FORT SIMPSON-ᒥ

ᐃᓕᓴᕐᓂᐊᕈᑎᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕈᑎᒃ ᓴᓇᔨᐅᓪᓚᕐᓂᐊᓂᕐᒥᑦ ᐊᕐᕕᐅᕐᒥᒪᑦ
ᐊᑐᖅᑕᐅᓴᖅᑕᖅᑐᑐᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᓴᓂᒍᑦ ᒪᓐᓇᐅᔨᓴᖅ.
ᑐᑭᓯᐅᒪᓐᓇᐅᑉᐸᓐᓂᒥᒪᑦ ᐊᒥᓱᓐᓂᕐᑐᖓ ᐃᓕᓴᕆᐊᕈᐅᔨᓴᖅ
ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᕈᓐᓇᓴᖅᑲᓂᖅ ᐱᐅᔨᓂᖅ,ᐊᒻᒪᓗ
ᐃᓕᓴᕐᓂᐊᕐᓴᓗᑐᓐᓄᑦ ᐊᐅᓚᕐᓂᑯᓯᓇᓴᖅᑲᓂᖅ
ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᔪᐅᓴᖅᑕᒥᓴᖅᑐᖅ. ᐊᑐᓚᔪᐅᓐᐳᒍᓚᓄᑦ
ᖃᐅᔨᓴᖅᑕᐅᑭᓚᐅᔨᑦ ᒪᓕᒃᑐᓄᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᓴᖅᑎᑭᓐᓄᑦ
ᖃᐅᔨᓴᖅᑕᖅᑭᒪᓕᐅᔨᓄᑦ ᒪᓕᒃᑐᓄᑦ ᐱᓚᕐᓇᓴᒪᑦ. ᑕᒪᓐᓇᕐᓂᖅ
ᐊᑐᖅᑕᐅᐅᓕᑦ ᐃᓕᑕᓴᖅᑭᒪᓇᐅᓴᒪᑦ, ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᕈᓐᓇᓴᖅᑎᑭᓐᓄᑦ ᑕᒪᓐᓇᕐᓂᖅ
ᐃᓕᓴᕐᓂᐊᓴᖅᑎᑭᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᕈᓐᓇᓴᖅᑎᑭᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᔪᐅᓴᖅᑕᒥᓴᖅᑐᖅ
ᐃᓕᓴᕐᓂᐊᓴᖅᑎᑭᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᔪᐅᓴᖅᑕᒥᓴᖅᑐᖅ.

ᐃᓚᖅᑎᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᑕᓴᖅᑭᓴᖅᑐᒪᒐᑦ, ᓴᖅᑭᑐᓚᒃᑕᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓂᖅ
ᐊᓴᖅᑲᖅᑕᐅᔨᓚᐊᓂᖅ ᒪᓕᒪᖅᓴᖅᑲᖅᑐᓴᖅᑎᑦᑎᓕᑦᑎᓪᓗᑎᑦ, ᐃᓚᖅᑎᑦ
ᐃᓕᓴᕐᓂᐊᓴᖅᑎᑦᓴᓂᐊᓂᓗ ᓇᒥᓂᓴᖅ ᐃᓕᓴᕐᓂᐊᕈᑎᓂᖅ
ᓴᖅᑭᑐᓚᒃᑕᖅᑐᑐᒪᒐᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᕈᓐᓇᓴᖅᑎᑭᓐᓄᑦ. ᐃᓚᖅᑎᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᕈᓐᓇᓴᖅᑎᑭᓐᓄᑦ
ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᕈᓐᓇᓴᖅᑎᑭᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓕᐅᔪᐅᓴᖅᑕᒥᓴᖅᑐᖅ
ᐃᓕᓴᕐᓂᐊᓴᖅᑎᑭᓐᓄᑦ

School Program

ᓯᓚᓕᖅᐸᐅᓚᐊᓪᓕᑦ ᐃᓕᓴᐅᔪᑦ ᐃᓕᓐᓂᐊᑭᓐᓄᐅᖅᑕᐅᖅᑲᖅᑕᖅᑐᑦ ᐅᑯᓇᖅᓴᒃᑐᑦ ᐱᓕᕆᔨᐅᓚᐅᖅᓯᓂᖅᓴᒪᑦ:

• ᓄᓇᓕᖅᓂᖅ, ᐱᓗᐊᖅᑐᑎᒃ ᐃᓕᓐᓂᐊᖅᑐᓂ ᐊᕐᓚᓗ ᐊᖅᓚᓵᖅᑲᖅᓂᖅ, ᒪᒃᑯᐊ ᐅᖅᑲᐅᑭᖅᑲᑕᕐᓴᑎᒃ ᓄᓇᓕᖅᓂ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᓂᓕᕆᓂᖅᓴᓪᓚᑦ ᑲᑎᒪᓕᐅᕙᓂ ᐅᕙᓪᓕᐊᓂᒃ ᐊᐃᒃᑐᖅᓯᒪᕙᓂ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᓂᓕᕆᓂᖅᓴᓪᓚᑦ ᑲᑎᒪᓕᐅᕙᓂᒃ ᖃᒃᓄᐃᑦᑐᖅ ᐅᕙᓪᓕᐊᓂᒃ ᐱᓕᕆᔨᐅᓚᐅᖅᑲᖅᑐᑦᑐᓂᖅᓴᒃ ᓄᓇᒥᑦᓂ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᓂᓕᕆᓂᖅᓴᓪᓚᑦ ᑲᑎᒪᓕᐅᕙᓂᒃ ᖃᒃᓄᐃᑦᑐᖅ ᐅᕙᓪᓕᐊᓂᒃ ᐱᓕᕆᔨᐅᓚᐅᖅᑲᖅᑐᑦᑐᓂᖅᓴᒃ ᓄᓇᒥᑦᓂ ᐅᖅᑲᐅᓕᖅᑲᖅᑐᑦᑐᓂᖅᓴᒃ;

• ᐃᓕᓴᐃᓕᓂᖅ, ᒪᒃᑯᐊ ᖃᒃᐅᓕᒫᓕᖅᑲᓂᖅᑕᒃᓴᒃᑲᓪᓚᑦ ᖃᒃᐅᓚᐅᖅᓯᒪᕙᓂᖅᑕᑦ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᓂᓕᕆᓂᖅᓴᓪᓚᑦ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᓂᓕᕆᓂᖅᓴᓪᓚᑦ ᓄᓇᒥᑦᓂ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᓂᓕᕆᓂᖅᓴᓪᓚᑦ

ᐃᓕᓴᐊᑭᑎᑦ

ᓇᑭᑐᐃᐅᓇᖅ ᐃᓕᓴᐅᐊᑭᑎᓕᐅᖅᑕᐅᖅᑕᐅᕐᑯᐅᖅᑕᖅᑐᑦ
ᖃᓄᓇᐃᖅᑐᑐᐃᐅᓇᕐᓂᐅ ᑐᓂᐅᐅᖅᑲᑎᐊᖅᑲᒪᑦ ᐊᐃᓄᑐᖅᓯᒪᔪᓂ
ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ ᑲᑎᒪᔨᐅᓕᓴᐅᓂᑦ. ᑕᒪᓐᓇᐊ
ᐃᑲᔪᕐᓂᖅᑲᒪᒋᐊᖅᑲᒪᒋᐊᒪᑦ ᐊᐃᓄᑐᖅᓯᒪᔪᓂ
ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ ᑲᑎᒪᔨᐅᔪᓄᑦ
ᓯᐅᑦᓴᖅᑲᐅᐅᓕᐊᖅᑲᖅᑐᓂᐅ ᐋᖅᑭᖅᓯᐃᓂᐊᖅᑎᓕᓴᑦ ᐊᒻᒪᓗ
ᐱᓇᐅᔪᓂᐅ ᐱᓕᓕᐅᕐᓂᐅᓕᓗᓄ ᐱᕐᔪᑎᐅᕐᓂᐅᓕᓗᓄ
ᐋᖅᑭᖅᓯᐃᓂᐊᖅᑎᓕᓴᑦ. ᑕᒪᓐᓇᐊ ᐊᐃᓄᑐᖅᓯᒪᔪᓄᑦ
ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ ᑲᑎᒪᔨᐅᔪᓄᑦ, ᐃᓕᓴᐅᓂᐊᕐᓇᐅᑦ
ᐱᓕᕐᓂᐊᖅᑐᑐᐃᐅᓇᕐᓂᐅᓕᓗᓄ ᐱᓕᓕᐊᐃᐅᔪᓄᑦ
ᐱᓕᓕᐊᓚᐅᐅᓚᐊᖅᑲᖅᑐᓂᐅᓕ.

ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᐅᔪᑦ ᐊᒥᓯᓪ ᐃᓇᐃᑦ ᐱᓕᕐᓂᐊᐃᐅᔪᓂᓗ
ᐱᓕᓕᐊᖅᑲᕈᒪᔪᑦ ᐱᓕᓕᖅᑎᑎᓂᖅᑲᐅᓕᕆᔨᖅᑕᒪᑦ.
ᐅᖅᑲᖅᑎᓂᖅᑲᖅᑐᓕᓗᓄᑦ ᓇᒡᒐᓂᐅ ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ ᐊᒻᒪᓗ
ᐃᓕᓴᐅᓂᐊᕐᓇᐅᑦ ᓇᒡᒐᓂᐅ ᐃᓕᓴᐅ[illegible]ᐅᐅᖅᑕᐅᑐᐃᓕᓴᐅᓂᐅ ᐊᒻᒪᓗ
ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ ᐱᓕᓕᐊᐃᐅᔪᓂᓗ
ᐱᓕᓕᐊᓚᐅᐅᓚᐊᖅᑲᖅᑐᓂᐅᓕ ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ
ᐱᓕᓕᐊᓚᐅᐅᓚᐊᖅᑲᖅᑐᓂᐅ.

ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᐅᓕᑦ ᐊᒥᓕᑦ ᐃᓇᐃᑦ ᐱᓕᕐᓂᐊᐃᐅᔪᓂᓗ
ᐱᓕᓕᐊᖅᑲᕈᒪᔪᑦ ᐱᓕᓕᖅᑎᑎᓂᖅᑲᐅᓕᕆᔨᖅᑕᒪᑦ.
ᐅᖅᑲᖅᑎᓂᖅᑲᖅᑐᓕᓗᓄᑦ ᓇᒡᒐᓂᐅ ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ ᐊᒻᒪᓗ
ᐃᓕᓴᐅᓂᐊᕐᓇᐅᑦ ᐃᓕᓴᐅᐊᓕᖅᑲᖅᑐᓂᐅᓕ ᐃᓕᓴᐅᐊᖅᑐᑕᓂᓕᓚᑦ
ᐃᓕᓴᐅᐊᖅᑎᑕᐅᖅᑲᖅᑕᖅᑐᑕ ᐃᓕᑕᓂᓕᐊᓇᖅᑕᐅᓕᕆᔨᖅᑐᓂᐅᓕ.
ᑲᑎᒪᔨᐅᔪᓂᑦ, FORT GOOD HOPE-ᒥ

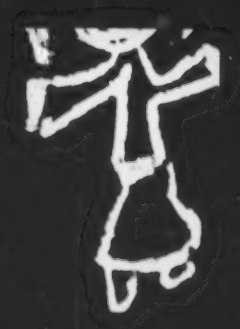
an agreement with a Centre for Learning and Teaching to undertake a project with its own specialists or with consultants it may hire for the purpose.

Such an interactive process will lead to a fruitful collaboration among many interested persons and agencies. With regular consultation between developers of new curricula and with the classrooms using trial versions of innovative material, we confidently look forward to an enormously enhanced learning experience for everyone concerned with this most important of all subjects in northern Canada today.

We believe that school would be a more successful experience for our children if they were to begin their education learning about what is familiar to them.
Public Hearing, Fort Good Hope.

ᐅᖃᐅᓯᕐᓂᖅ ᐃᓕᓴᐃᔨᓂᖅ

LANGUAGE PROGRAM



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ᐅᖅᑲᐅᓯᐅᕙᓂᒃ ᐃᓕᓴᓂᐊᖅᓂᖅ

ᐅᖅᑲᐅᓯᑐᖅᑲᓕᖅ ᐊᓯᐅᔨᓇᐊᖅᑲᓴᕆᓚᖅ. ᑲᑎᒪᑎᓪᓗᒍ, ᐃᓐᓇᐃᖅᒥ

ᓯᑭᒃᑐ ᑕᒪᐃᓴᓂᒃ ᐅᖅᑲᐅᓯᐅᕙᓂᒃ ᐅᖅᑲᑭᓴᓇᐊᖅᑲᖅᓯᒪᑕ ᐊᒃᒪᓗ ᐱᓕᓇᐊᖅᑲᖅᑕᑭᓴᓇᓕᖅᑲᓂᒃ. ᑕᒪᓴᓇ ᐊᓱᔪᓕᖅᑎᑎᓯᔨᓇᐊᖅᑲᖅᓴᕆᖅᑲᑐᖅᓗᐊᖅᓯᒪᓕᖅ. ᖅᑲᓂᖅᓴᓗ ᑕᒪᓴᓇ ᐋᖅᑭᕆᐊᖅᑕᐅᕙᓴᓇᖅᑲᖅᐸ? ᖅᑲᓂᖅᓗ ᐅᖅᑲᑭᓴᓇᖅᑲᑎᓯᔨᓇᐊᖅᑲᖅᑲᖅᐸᑦ? ᑑᑎᒪᑎᓪᓗᒍ, ᐊᓯᐃᓕᓵᔪᐊᓯᖅᑎ

ᑕᒪᒃᓂ ᐊᐃᓄᑐᖅᓯᒪᓂᕐᑎᓴᓂ SLAVEY-ᔨᑦ ᐅᖅᑲᐅᓯᓴᓕᖅᑲ ᐃᓕᓴᓂᐊᖅᑲᖅᑎᑕᐅᓴᕆᔪᒪᓕᖅᑲ. ᑑᑎᒪᑎᓪᓗᒍ, HAY RIVER-ᒥ

ᐅᖅᑲᐅᓯᐅᕙᓂᒃ ᐃᓕᓴᓂᐊᖅᓯᖅᑲᒃ ᐊᑐᓕᖅᔨᓴᐅᕙᓂᖅᑲᒃ 16

ᓄᓇᓕᓴᓂ ᐃᓕᓴᓂᐊᖅᑲᑐᓕᓂᓂᖅᓯᔨᑦ ᑑᑎᒪᓕᐅᕙᓂᒃ ᐅᖅᑲᐅᓯᓴᓕᖅᑲᑐᖅᑲᓂᒃ ᐃᓕᓴᓂᐊᖅᑲᖅᑎᑕᐅᓴᕆᔪᒪᓕᖅᑲᓂᒃ. ᐃᓕᓴᓂᐊᖅᑲᖅᑎᑕᐅᓴᕆᔪᒪᓕᖅᑲᓂᒃ

ᐅᖃᐅᔨᐅᕙᓂᒃ ᐃᓕᓴᐃᓕᐊᕐᓂᖅ

3. ᐅᖃᐅᓕᔨᒃᑯᑦ ᐅᖃᐅᓕᔨᕐᓗᒃ ᐃᓕᓴᐃᓕᐊᕐᓂᕐᒃ ᐃᓕᓴᐃᓕᐊᖅᑐᑦ ᐅᖃᐅᓕᔨᕐᓗᐃᓂᒃ ᐊᑐᕐᓂᕐᒪᖅᐅᖃᐅᖅᑕᕐᑯᑦᓯᓕᖅᑎᑦ, ᐅᖃᐅᒃᓕᒻᒥᖃᐅᖅᑕᕐᑯᑦᓯᓕᖅᑎᒃ ᐅᕙᓪᓕᐊᓂᒃ ᑎᑎᕐᒪᖅᐅᖃᐅᖅᑕᕐᑯᑦᓯᓕᖅᑎᒃ (ᑕᐃᒪᓕ ᒪᓴᓗ ᐅᖃᐅᓕᔨᒃᑯᑦ ᐃᓕᓴᐃᓕᐊᕐᓂᐅᕙᓪᓕᐊᒃᑐᑦ ᐊᑯᓂᐅᑐᐊᓴᐃᓕᓕᖅᑐᑦ ᐃᓕᓴᐃᓕᐊᕐᓂᐅᖃᐅᖅᑕᕐᑯᑦ ᐅᖃᐅᓕᔨᒃᑯᑦᓴᖅᓱᐅᖃᐅᖅᑕᕐᑯᑦ ᓄᓇᓪᓕᓐᓂ ᓂᕆᐊᖅᑲᓂᓯᓂᐊᖅᑐᑦᓴᖅᓱᐃᒪᑕ ᖃᑯᓪᓕᓂᑐᓂᒃ ᐅᕙᓪᓕᐊᓂᒃ ᖃᐅᖅᑎᑦᓴᓕᖅᑐᓂᒃ ᐅᖃᐅᓕᔨᒃᓴᓕᖅᓂᐅᕙᓪᓕᐊᓂᒃ ᐊᑐᓂᐅᑎᓕᕆᓂᖅᑐᑦ ᐃᓕᓴᐃᓕᐊᕐᓂᐅᖃᐅᖅᑕᕐᑯᑦᓴᖅᓱᐃᒪᑕ ᖃᖅᑎᓕᖅᑐᑦᓴᖅᓱᐃᒪᑕ ᐅᖃᐅᓕᔨᒃᓴᓕᖅᓂᐅᕙᓪᓕᐊᓂᒃ ᐊᑐᓂᐅᑎᓕᕆᓂᖅᑐᑦᓴᖅᓱᐃᒪᑕ ᖃᖅᑎᓕᖅᑐᑦᓴᖅᓱᐃᒪᑕ ᐃᓕᓴᐃᓕᐊᕐᓂᐅᖃᐅᖅᑕᕐᑯ

Language Program

ᐅᖃᐅᓕᕆᔨᓂᐅᑎᑦ ᐃᓕᓴᕐᓂᖅᓯᒪᔨᖅ ᐊᑐᓕᕆᔨᖅᓯᒪᔨᖅ 17

ᐊᐃᒃᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᑲᑎᒪᓗᐅᔪᑦ
ᑲᑎᒪᑎᕆᔨᔭᑎᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᖅᑐᓄᑦ ᖃᖅᓄᖅ
ᐅᖃᐅᓕᕆᔨᓂᐅᑎᑦ ᐃᓕᓴᕐᓂᐊᖅᓯᒪᔨᖅ ᐊᑐᖅᑕᐅᔾᔨᓕᐊᖅᑲᒪᔨᒪᑦᑕ
ᓄᓇᕐᓱᓄᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕆᐃᓗᐅᔪᓄᑦ

ᐊᑐᓕᕆᔨᓗᐅᔭᑦ ᐊᐃᒃᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ
ᑲᑎᒪᓗᐅᔪᓕ ᑲᑎᒪᑎᕆᔨᔭᑎᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᓗᑦᑕ
ᖃᖅᓄᖅ ᑕᒪᐃᐊ ᒪᖏᖅᑐᖅᓱᖅᓄᖅ ᐅᖃᖅᐅᖅᓱᖅᓯᖅᓄᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐊᑐᖅᑕᐅᖃᖅᑕᕋᐊᖅᑲᒪᔨᒪᑦᑕ ᐅᖃᖅᐅᓂᑎᓯᓐᓄ ᖃᖅᓄᖅ ᑕᒪᓐᓇ
ᐅᖃᖅᐅᓕᕆᔨᓂᐅᖅᓯᒪᔪᓄ ᐊᓗᒪᓄ ᐊᓗᐊᓂᑦ ᐱᒋᐊᓕᐅᖅᓯᒪᔨᒪᔨᒪᑦᑕ,
ᐊᓗᒪᓄ ᑭᓇᐅᔨᖅᑲᒪᔨᒪᑦᑕᓗᒍᓄ ᐊᓗᒪᓄ ᐱᓕᕆᔨᓂᐅᔪᓄᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᓗᑦᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᒃᑐᓂᖅᓱᒍᑦ ᐅᖃᖅᐅᓂᑎᓯᓐᓄ ᑲᑎᒪᓗᐅᔪᓕ ᑲᑎᒪᓗᐅᔪᓕᕆᔨᒃᑐᑦ
ᑲᑎᒪᓗᐅᔪᓕ ᐃᓕᓴᕆᐃᓗᐅᔪᓄᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᒃᑐᓂᖅᓱᒍᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᓗᑦᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᒃᑐᓂᖅᓱᒍᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᓗᑦᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᒃᑐᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᓗᑦᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᒃᑐᓂᖅᓱᒍᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᓗᑦᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᒃᑐᓂᖅᓱᒍᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓱᒍᑦ ᐱᓕᕆᔨᓂᐅᔪᓕᕆᔨᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᕆᔨᖅᑲᑕᑦᓱᐊᓗᑦᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᒃᑐ

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Language Program

ᖃᑲᐅᒪᓐᓂᒪᓕᕆᔨᑐᑦ ᐊᒥᓱᓂᒃ ᐅᖃᑲᐅᓱᓂᒃ
ᐃᓕᓐᓂᐊᖃᕐᕆᓱᓂᒥᑦ ᑐᑭᓱᓂᔪᔪᓐᓇᖅᓯᒪᑦ ᐊᓪᓚᔪ
ᑐᑭᓱᓂᔪᓐᓇᖅᓱᔪᕆᓐᓂᒃᑯᓐᓂᒃ ᖃᑲᔪᖅᓴᓐᔪᓐᓇᖅᓯᑐᑦ ᐅᖃᑲᐅᓱᓕᒥᑦ
ᐃᓕᓐᓂᐊᖃᕐᕆᑕᐅᓐᓚᓐᓂᒃ ᐊᓪᓚᔪ ᖃᑲᔪᖅᓴᓐᑐᑦ
ᐃᓕᓐᓂᐊᖃᕐᕆᓱᓂᒥᑲᒃ ᐃᓕᓐᓂᐊᖃᐅᕕᓐᓂ. ᐃᓕᓴᐃᓯᓪᓕᑦ ᖃᑲᔪᖅᓴᓐᓴᑦ

ᓄᓇᓚᓐᓂᓐᓯᒋᑲᓕᔪᑦ ᐃᓕᒪᓇᓴᖅᑐᑦᓴᓴᐃᓚᒃᑕ ᒪᑲᕐᓂᓐᓂᒃ
ᐅᖃᑲᐅᓕᓐᓂᒃ ᐃᓕᓐᓂᐊᖃᕐᕆᓱᓂᑲᒃ ᐊᑲᐅᓐᓯᑦᓕᐅᑕᐅᓇᓕᒪᔪᓄᑦ
ᐃᓕᓐᓂᐊᖃᐅᓕᕐᓂᒃ ᐊᓪᓚᔪ ᐊᓚᒪᔪᖅᑲᓐᓂᒃᒍᔪᑦᓴᑦ
ᐃᓕᓐᓂᐊᖃᕐᕆᓱᓂᒥᔪᓕᓐᓂᓚᒪᑦ ᖃᑲᔪᖅᓴᓐᔪᓐᓇᖅᓯᑐᑦ ᐅᖃᑲᐅᓕᓐᓂᓐᓂᒃ
ᒪᖏᒪᓕᑎᓂᓐᓂᑲᑦ ᑲᒪᒋᐅᐅᓕᑎᐊᖃᑲᖅᓴᒪᑦ,
ᐃᓕᓐᓂᐊᖃᕐᕆᑐᓕᓗᓐᓂᒃᑰᓐᓂᓐᓂᑲᑦ. ᑕᒪᓐᓂᐊᓕ ᐃᓕᓴᐃᓯᓪᓕᑦ
ᑐᑭᓕᒪᔪᖅᓴᓐᓂᒃ ᐃᑲᔪᖅᓴᐊᑭᓐᓇᖃᖅᓴᓕᒪᑦ ᐅᖃᑲᐅᓕᓐᓂᑎᓂᐅᔪᑦ
ᐃᓕᓐᓂᐊᖃᕐᕆᑕᐅᓐᓚᓐᓂᒃ ᐃᓕᓐᓂᐊᖃᕐᕆᓱᓂᒥᑲᒃ ᐊᓪᓚᔪ ᐃᓕᓴᐃᓕᖅᑎᓐᓂᑦ
ᐃᓕᓐᓂᐊᖃᕐᕆᑕᐅᖃᑦᑕᖅᑎᓐᓂᑦ.

ᐃᓕᓐᓂᐊᖃᕐᕆᓐᓂᒃ ᐅᖃᑲᐅᓕᕐᓂᓱᓂᒃ ᐃᓕᓐᓂᐊᖃᐊᖏᓱᓕᒪᑦ
ᖃᑲᐅᓐᓚᓕᖅᑲᓐᓂᖅᑕᖃᖅᓴᒪᑦ. ᐅᖃᑲᐅᓕᓕᓂᓱᓂᒃ ᐊᓪᓚᔪ ᖃᑲᔪᖅᓴᓐᔪᓐᓇᖅᓯᒪᑦ
ᖃᑲᐅᓐᓚᓕᖅᑲᓐᓂᖅᑕᖃᖅᓴᒪᑦ. ᑲᑎᒪᑎᓐᓂᑦᓯᒪᓐᓂᑦ, ᐊᒃᑲᓚᐃᓱᑦ

ᐅᖃᑲᐅᓕᐅᕐᓂᒃ ᐊᓕᐅᐅᓚᐅᓚᓐᓂᐊᖃᑲᓱᓕᒪᑦ. ᓄᑕᕆᓄᑦ
ᐅᖃᑲᕆᔨᐊᖏᓱᒪᒪ ᑐᑭᓕᐅᐅᖏᓂᑲᑕᓕᕆᔨᓴᖏᓂᑦ, ᐊᓪᓚᔪ
ᑐᖏᓕᕐᒥᐊᓱᓕᐊᓱᐊᕐᑕ -- ᑕᒪᓐᓇ ᐃᓕᒪᔨᔪᑎᑎᒪᒃᑯ.
ᑲᑎᒪᑎᓐᓂᑦᓯᒪᓐᓂᑦ, ᐊᖏᔪᓕᒪᓕᐊᖏᑦ

ᒃᑯᓕᒪ ᐊᐃᑲᑐᖅᓴᒪᓕᕐᓂ ᐃᓕᓐᓂᐊᖃᕐᕆᑐᑭᓐᓇᖏᑦᓴᑦ ᑲᑎᒪᓕᐅᕐᓂᑦ,
ᐃᓕᓐᓂᐊᖃᕐᕆᑎᓕᓵᕐᔪᓐᓇᓱᓕᑦ ᐃᓕᓐᓂᐊᖃᐊᕈᑎᓐᓇᖅᓯᓐᓂᒃ
ᐊᖅᑲᑲᓐᓂᕆᐊᓕᕐᓂᒃ, ᐱᑕᓱᖅᑲᑎᑦᓯᐊᖃᕐᕆᑐᑦ ᓄᓇᓕᓱᓂ
ᐃᓕᓐᓂᐊᖃᕐᕆᑐᑭᓐᓇᖏᑦᓴᑦ ᑲᑎᒪᓕᐅᕐᓂᓂᒃ, ᐊᓪᓚᔪ
ᐃᓕᓐᓂᐊᖃᕐᕆᑐᑭᓐᓇᖏᑦᓴᑦ ᐱᑕᓱᖅᑲᓐᓇᓱᓕᒥᑦ ᐃᓕᓴᐃᓕᓐᓂᒃ
ᐃᓕᓐᓂᐊᖃᕐᕆᑐᑭᓐᓇᖏᑦᓴᑦ ᐃᑲᓚᐅᕐᓂᒃᑯᓐᓂᖅ. ᐃᓕᒪᒐᑦᑕ
ᐃᓕᓴᐃᓕᓐᓂᒃ ᐃᓕᓐᓂᐊᖃᕐᕆᓐᓂᑕᐅᖃᑦᑕᓱᓕᒫᓂᒃ ᑭᓇᐅᔭᐃᑦ
ᑐᓂᔪᑎᒍᔪ ᐊᖅᑲᑐᖅᓴᒪᓕᕐᓂ ᐃᓕᓐᓂᐊᖃᕐᕆᑐᑭᓐᓇᖏᑦᓴᑦ
ᑲᑎᒪᓕᐅᕐᓂᑦᓴᑦ ᐱᑕᓱᐊᖏᑐᑭᓯᐊᕐᕆᓂᕆᔨᓴᖏᓂᑦ ᐊᓪᓚᔪ
ᓄᓇᓕᒃ ᐃᓕᓐᓂᐊᖃᕐᕆᑦᑎᓐᓂᔪ ᐱᔭᓐᐊᖃᖅᑕᑎᑦᓯᒫᓂᒃ
ᐃᓕᓐᓂᐊᖃᐅᑎᖃᖅᑐᓂᖅᓴᓕᓐᓂᔪᓂᖅᓴᓂᒃ.

mation on these issues might well be handled in orientation and in-service programs for new teachers.

The divisional boards, in mounting language workshops for their teachers, will work with local education authorities, and they can call on the teacher-training staff of the Centres for Learning and Teaching. We believe that placing funds for these workshops with the boards should ensure that they will be carried out efficiently and meet the particular needs of the communities and their schools.

LANGUAGE PROGRAM RECOMMENDATION 18

Local education authorities shall consider making the local Native language one of the school's working languages.

Children will strive to learn the language they perceive has the highest status. If the working language of the classroom and for school business outside the classroom is the local Native language, it will have far-reaching effects on the daily life of the school and the community.

When kids learn their own language, they have more respect. It is important that they speak their own language as well as English. *Public Hearing, Aklavik.*

The revival or the retention of a language is, of course, dependent upon such daily use.

There is a need to have language retained. I can't even speak to my own children and be understood completely, and they cannot act as interpreters for me — and this disturbs me. *Public Hearing, Pelly Bay.*

Children come to school with widely varying levels of fluency and skill in their Native language, and we can make no single recommendation here that will apply to the entire Northwest Territories.

In some divisions, several Native languages may be used. Language programs must, therefore, be able to take different forms, depending on local circumstances and desires.

ᐅᖃᐅᔨᐅᔪᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᓂᖅ ᐊᑐᓕᖃᐅᔪᓂᖅ 18

ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᕐᒧᑦ ᑲᑎᒪᔨᐅᔪᒃ
ᐃᔨᒪᓕᐅᖃᓂᐊᖅᑐᑦ
ᓄᓇᕗᑦ ᐅᖃᐅᔨᔭᑎᐅᔪᒃ ᐊᑐᖅᑕᐅᖃᖅᑕᕐᓂᐊᖅᒪᑦᑎᑦ
ᐃᓕᓴᕐᓂᐊᖅᐱᑦ ᐱᓕᕆᔨᒥᓂᖅ.

ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑭᒪᓕᕆᓚᖅᑕᕐᑐᑦ ᐅᖃᐅᔨᔨᒥᒃ
ᐊᑐᖅᑕᐅᓂᖅᑲᓪᓚᔭᕐᒥᓂᒃ. ᐃᓕᓴᕐᓂᐊᖅᐱᑦ ᐊᒻᒪᓗ
ᐃᓕᓴᕐᓂᐊᖅᐱᑦᐅᔾᔪᑕᒪᓗᐊᖅ ᐱᓕᕆᓂᖅᒧᑦ ᐅᖃᐅᔨᔪᖅᑐᒃᖅ
ᐊᑐᖅᑕᐅᖃᖅᑕᖅᑐᑦ, ᑕᒪᓐᓇ ᐅᖃᐅᔨᔨᖅ ᐱᓕᕆᖅᐱᑦᓂᖅ
ᐊᑐᖅᑕᐅᖃᖅᑕᖅᑐᑦ ᐊᑐᖅᑕᐅᓗᐊᖅᓂᖅᓱᐅᓚᖅᑕᒪᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᑦ ᐊᒻᒪᓗ ᓄᓇᕗᑦᓂᑦ. ᓯᑭᖓᑦ
ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑕᕐᒪᑦ ᐅᖃᐅᔨᔪᖅᑎᓂᒃ ᐅᖃᖅᑲᕆᑦᓂᐅᕐᓂᖅ
ᐊᓯᔾᔨᕐᓗᒍᓐᓇᖅᑐᒃᓴᓂᖅ, ᐊᒻᒪᓗ ᐊᑐᓕᖅᑭᔪᓯᓚᐅᖅᑕᒪᑦᑎᑦ
ᓄᓇᕗᑦᐊᓕᒫᒍᑦ ᑐᖓᔪᖅᑕᐅᓗᐊᖅᑐᒍᑦ ᑕᒪᑐᒪ ᑎᓪᓗᓐᓂᒃ.

ᑲᑎᒪᔨᐅᔪᓂᒃ ᐊᑦᑕᖅᑐᖅᓯᒪᔪᓂ, ᐊᑎᓯᒪᓕᐃᑦ ᖃᓄᖅᓱᓐᓂᑦᑐᑦ
ᐅᖃᖅᑐᖅᓯᒪᓕᖅᑎᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ. ᑕᐃᒪᓕ, ᐅᖃᖅᑐᖅᓯᒪᓂᒃ
ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑎᑦ ᐊᔨᔪᐱᓚᖅᑎᑦᑐᑎᓂᒃ ᐃᓄᖅᑲᖅᑕᐅᔪᓐᓇᖅᑐᑦ, ᓄᓇᕗᑦ
ᖃᖅᓱᐃᓕᖅᓴᓂᖅᑎᑦ ᐊᒻᒪᓗ ᐱᔪᒪᔭᖅᑎᑦ ᒪᓕᓴᖅᑎᑦ. ᑕᐃᒪᓕ
ᐊᑐᓕᕆᔨᐅᔭᒍᑦ ᐊᐃᓕᖅᑐᑎᓂᕐᒧᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᒃ
ᑲᒪᒪᓕᕐᓂᐊᖅᑐᑦ ᖃᓄᖅᑲᖅᑕᐅᓗᐊᖅᓂᖅᑐᒃᖅ ᐅᖃᖅᑐᖅᓯᒪᓂᒃ
ᓄᓇᕗᑦᓂᓱᖃᖅᓴᕐᓂᐊᖅᑐᑦ, ᑭᒃᑯᐊ ᑲᑎᒪᔨᐅᔪᓂᒃ ᐅᑭᐊ
ᐃᓕᓴᕐᓂᐊᖅᐱᑦᓂᑦ ᐅᖃᖅᑐᖅᓯᒪᓂᒃ
ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑐᖅᑕᐅᓂᖅᑐᒃᖅ ᑲᒪᒋᔭᖅᑲᖅᓯᐅᓂᖅᓴᓐᓂᒃ.
ᐅᖃᖅᑐᖅᓯᒪᓕᕐᓗᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑐᖅᑕᐅᑎᓂᖅᑐᑦ ᐅᑭᐊ
ᒪᓕᖅᑕᐅᖃᖅᑐᖅᓯᒪᔪᑦ:

1. ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᓯᖅᑐᒃ ᐅᖃᖅᑐᖅᓯᒪᔨᐅᔾᔨᒃ ᐅᕙᓪᓕᐊᓂᒃ ·
ᖃᖅᑐᖅᓱᓐᓂᒃ ᐅᖃᖅᑐᖅᓯᒪᓂᒃ ᐅᖃᖅᑐᖅᓯᒪᒃ ᐊᓯᖏᓐᓂᒃ
ᐃᓕᓴᕐᓂᐊᖅᐱᑦᓱᑦᓯᒪᓕᒫᑦ;

2. ᖃᖅᑐᖅᓱᓐᓂᑦᔪᓯᓚᖅᑕᒃ ᐅᖃᖅᑐᖅᓯᒪᓕᕐᓂᐊᖅᑐᒃ
ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑐᖅᓯᒪᓂᖅᑐᑦᑕ ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑐᖅᓯᒪᓂᖅᑐᑦ
ᖃᖅᑐᖅᓯᒪᔭᕐᓂᐊᖅᑐᖅᑕᐅᓂᒃ ᐊᒻᒪᓗ ᓄᓇᕗᑦᓂ ᖃᖅᑐᖅᓱᓐᓂᑦᔪᓯᓚᖅᑕᒃ
ᐃᓕᓴᕐᓂᐊᕆᐊᖃᓕᕐᓂᐊᖅᐱᑦᓂ ᐃᑲᔪᕐᓂᐊᖅᑐᑦᑎᓂᖅᑐᖅᑕᐅᓂᖅᑐᒃᖅᑕᖅᑐᒃᖅᑕᖅᓯᒪᓕᖅᑐᖅᑕᐅᓂᖅᑐᒃᖅᑕᖅᑐᒃᖅᑕᖅᑐᒃᖅᑕ

Language Program

ᓄᓇᓕᒻᒥᐅ ᐊᓪᓚᓗ ᐊᕐᓚᓪᓕᖅᑲᓱᒃᑐᓪᓗᓂᓪᓕᖅ. ᐃᓕᓴᕐᓂᐊᕐᓇᖅ
ᓇᓪᓕᖅᓂᑐᐃᓴᓇ ᐅᖃᖅᐅᓪᓕᖅᑐᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᓯᓪᓚᕐᓇᕐᒥᓪᓕᖅᓯᓪᓚᓪᓕᖅ.

ᐅᖃᖅᐅᓪᓕᖅᑐᖅ ᐃᓕᓴᕐᓂᐊᑎᒃᐅᖃᖅᑕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑲᑦ
ᐱᐅᓪᓚᒪᓇᐅᒐᓪᓚᖅᑎᓪᓕᖅᓯᓪᓕᖅ, ᓯᓚ ᐅᖃᖅᐅᓪᓕᖅᓂ
ᐊᓯᐅᐳᓴᐅᓪᓚᓕᖅᓯᓪᓕᖅ. ᐅᖃᖅᐅᓪᓕᖅᑐᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᓂ
ᐱᒋᐊᓇᐊᖅᑲᖅᓯᓪᓕᖅ ᐊᕐᓇᖅᑕᕐᓇᕐᓂᓪᓕᖅ, ᐊᓪᓚᓗ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑲᑦᑑᑦ
ᐃᑲᓪᓚᐊᕐᓇᖅᓴᓂᓕᖅᓂᐅᑕᕐᓗᖅᓯᓪᓕᖅᑕ. ᑲᑎᒪᑎᓂᓪᓕᖅᓯᓪᓕᖅ, ᐃᓅᓴᐃᒋᒥ

ᐅᖃᖅᐅᓪᓕᖅᓯᓪᓚᖅᑐᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᓂᓕᖅᑐᖅ ᐊᑐᓂᖅᑯᓕᖅᑐᓂᓪᓕᖅ 19

ᐊᐱᖅᑐᖅᓯᒪᓕᖅᓂᓪᓕᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᖅᑐᑎᓂᓕᖅᓂᓪᓕᖅᓯᓪᓚᖅ ᑲᑎᒪᓐᓇᖅᓂᓪᓕᖅ
ᐸᓇᐅᓴᖅᑲᖅᑎᑕᐅᓕᓇᕐᓂᓕᖅᓂᓪᓕᖅᑐᖅᓂᓪᓕᖅ ᐅᖃᖅᐅᓪᓕᖅᓯᓪᓚᖅᑐᖅ
ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᖅᑐᑎᓂᓕᖅᓂᓪᓕᖅᓯᓪᓚᖅᑐᖅᓂᓪᓕᖅᓯᓪᓚᖅᑐᖅ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᖅᑕᐅᓕᓇᕐᓂᓪᓕᖅᓯᓪᓚᖅᑐᖅ.

ᐊᑐᓂᓪᓕᖅᑯᓕᖅᑐᓂᓪᓕᖅᓯᓪᓚᖅᑐᖅ

ᑐᑭᓕᐅᖅᑕᐅᓂᖏᑦ
ᖃᓄᓗᓇᔪᓂᖏᑦᑐᑦ
ᐅᖃᐅᓯᐊᖅᓂᓐᓄᑦ
ᖃᓄᓗᓇᑎᑐᖅᓯᓗᒍᑦ
ᐃᓕᓴᕆᔨᐊᑎᑦ

ᑕᒪᐃᒍᐊ ᐅᓂᐅᒃᑲᓕᐊᑦᔪᓯᒪᓕᒃᑕ ᐃᒃᓚᒃᓂᖅᑲᒪᓕᑎᑦᔪᒪᑕ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᓂ ᐊᑯᓂ, ᐊᒥᓱᓂ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᑦ ᐊᑯᓂ ᐱᓕᓇᐊᓇᐅᔭᓇᐅᓕᖅᑐᓂᖅᑐᑦᑐᒃᑯᓗᒃ
ᐱᓕᓇᐊᓇᐅᔭᖅᑲᑦᓂᓴᑦᑕ ᐊᑲᐅᖅᑎᑦᓯᐅᑎᒃᑲᓕᐅᑎᓕᖅᑐᑦᑕ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᑦᑕᐅᓕᓕᓕᐊᓕᑦ ᐱᐊᓂᒃᑕᐅᖅᑲᑦᑎᑎᓕᔪᓕᖅ.
ᐱᐊᓂᒃᑕᐅᖅᑲᑦᑎᑎᑦᑕᐅᓗ ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᑦᑕᐅᓕᓕᓕᐊᓕᑦ
ᖃᐱᓕᒋᐅᖅᑲᑦᑕᓂᐊᖅᓯᓂᖅᑕ ᓂᓪᓕᓐᓂ ᐃᓄᓐᓂ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᓂ ᐃᓕᐅᓕᓂᒃ, ᐊᒥᓱᓗ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᑦᑕᐅᓕᓕᓕᐊᓕᑦ ᐱᐊᓂᒃᑕᐅᖅᑲᑦᑎᑎᓕᔪᓕᖅ
ᐃᓕᐅᓕᑦ ᐃᒃᓚᒋᒪᔪᓕᐊᓂᖅᓯᓂᖅᑕᓕᖅᑐᑦ ᓭᐅᓂᒃᖃᔪᓐᓇᖅᓯᓂ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᓂ.

ᒪᓐᓇ ᒪᓕᒃᖅ ᒪᓕᒃᓗᒍ, ᐃᓕᓴᕆᔨᓕᖅᑲᑦᑐᓂ
ᐃᓕᓴᕆᔨᖅᑎᑕᐅᔾᔨᓕᖅᑲᒃᑕᒪᑕ ᐅᖅᑲᐅᓱᓯᒪᓂᖅᓂᒃ ᐊᑐᓵᔨᑎᒃ ᔨᓐᓂᑦ
2-ᒧᑦ ᑎᑭᓵᓗᒍ, ᐊᒥᓱᓗ ᑭᒃᔨᓂᐊᒧᑦ ᑕᒪᐃᓐᓂᒃ ᐅᖅᑲᐅᓱᓯᒪᓂᖅᓂᒃ
ᐊᑐᓵᔨᑎᒃ ᐃᓕᓴᕆᔨᖅᑎᑕᐅᖅᑲᒃᑕᑎᓕᖅᑲᒃᑕᒪᑕ. ᑕᒪᓐᓇ
ᐊᐅᓚᕿᓕᖅᑕᒪᑕ ᐃᒃᓚᒃᓄᑦ/ᓄᒃᓴᐅᓕᑦ, ᑲᖏᑎᒪᓚᓂᖅᓂ, ᒥᕐᑎᒪᓚᓚᓂᖅᓂ

ᐃᓕᓴᕆᔨᖅᑐᑎᓇᓗᒃᑯᑦ DOGRIB ᐅᖅᑲᐅᓱᖅᒐᓂᒃ ᐊᑐᓵᔨᑎᒃ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᑎᓕᖅᑲᒃᑲᓐᓂᑦ. ᑕᒪᓐᓇ ᐅᖅᑲᐅᓱᓯᒪᓂᖅᓂᒃ ᑎᑎᖅᑲᒃᑎᑎᑦ
ᐃᓕᓴᕆᔨᖅᑐᑦᑕᐅᖅᑲᒃᑕᑦᑎᓕᔪᓕᖅ ᐊᓱᐅᐅᓂᐊᖅᓴᖅᑎᒍ. ᑲᑎᒪᓚᓚᓂᖅᓂᒃ,
RAE EDZO

ᐊᒃᑲᓐᓂᑦᑎᓕᐅᑎᑕᐅᔾᔨᒥᓱᓕᖅᑐᒃ, ᔨᓐᓂᑦ 5-ᒥᑦ ᔨᓐᓂᑦ 9-ᒧᑦ
ᐃᓄᒃᑎᑦ ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᑲᒃᑕᓱᒪᓕᖅᑲᒃᑲᓐᓂᑦ. ᑕᒪᒃᑯᐊ
ᐃᓕᓴᕆᔨᐊᖅᑎᓯᓴᒃᑕᑦᑲᓐᓂᑦ ᐃᓄᒃᑎᑦ ᔨᓐᓂᑦ 5-ᒥᑦ ᔨᓐᓂᑦ
9-ᒧᑦ ᓇᓕᒥᓂᒃᑲ ᐃᓕᓴᕆᔨᐊᑎᓕᐅᑎᓕᖅᑲᒃᑲᓐᓂᒃᑕᓕᖅᑐᑦ.
ᑲᑎᒪᓚᓚᓂᖅᓂᒃ, ᐃᓗᓕᓯᒥ

LOUCHEUX ᐅᖅᑲᐅᓱᖅᒐᓂᒃ ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᑎᑕᐅᖅᑲᒃᑕᑎᓕᖅᑲᒃᑲᓐᓂᒃᑕᓕᖅᑐᑦ
ᐃᓕᓴᕆᔨᐊᖅᑕᐃᔾᔨᒥᓱᓗ ᐊᒥᓱᓗ ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᑎᑕᓯᒪᓕᖅᑲᒃᑲᓐᓂᒃᑕᓕᖅᑐᑦ
ᑭᓇᐅᔭᖅᑕᓯᒃᑲᓐᓂᒃᓴᓂᓗ ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᑎᑕᐅᖅᑲᒃᑲᓐᓂᒃᑕᓕᖅᑐᑦ
ᐱᓇᐅᔭᖅᑕᓯᒃᑲᓐᓂᒃᑕᖅᑲᒃᑲᓐᓂᒃᓴᓂᓗ ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᑎᑕᐅᖅᑲᒃᑲᓐᓂᒃᑕᓕᖅᑐᑦ ᐊᒥᓱᓗ
ᑕᒪᒃᑯᐊᓗ ᓂᕆᐅᒃᑐᓴᓕᕆᓂᕐᓂᖅᓴᓕᓐᓂᒃᑕ ᐊᐅᓚᓕᓕᓕᐊᓕᑦᑎᓕᖅᑐᒃ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᑦ. ᑲᑎᒪᓚᓚᓂᖅᓂᒃ, FORT
MCPHERSON-ᒥ

ᐅᖅᑲᑭᒪᐅᔪᑦ ᖃᓄᓗᓇᔪᓐᓇᖅᑎᑦᓯᐅᑎᓕᐅᖅᑐᑦ ᐅᖅᑲᐅᓱᖅᑎᑦᓯᐅᑎᒃᑲᓐᓂᒃ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᑕᐅᑭᓚᖅᑕᒪᑕ ᖃᓄᓗᓇᔪᓐᓇᖅᓂᒃ
ᐃᓕᓴᕆᔨᐊᑎᓕᐅᖅᓂᖅᑐᑦᑕᐅᓕᒪᓕᖅᑐᑦ ᑐᑭᓕᐅᖅᑐᐃᓐᓇᓕᖅᑐᑦ. ᖃᓄᓗᓇᔪᓐᓇᖅᓂᒃ

Part of the problem is that, from Grades 5-9, there is a lack of curriculum materials in Inuktitut. And so the teachers must make their own. Public Hearing, Igloolik.

LANGUAGE PROGRAM RECOMMENDATION 20

Two pilot projects shall develop teaching materials and techniques for at least one Dene and one Inuit dialect.

In addition to the work described above, we recommend the establishment of two pilot projects to develop teaching strategies and techniques in Native languages. Obviously such projects cannot be undertaken in every community at the same time. Even if financial support were available, human resources would not be sufficient for the task. We therefore recommend that two teams undertake research into the development of teaching strategies, materials, and techniques for at least one Dene language and at least one Inuit dialect. These projects should be funded for three years, and the results should be made available to other communities as soon as possible.

Not only should a Loucheux program be in some of the grades and throughout the whole school, but the problem is the curriculum and the finances to allow them to do this. Developing materials needs research and money and time, and this may stop the program from going any further forward. Public Hearing, Fort McPherson.

Whereas the work of the two teams preparing an Inuit and a Dene curriculum can, no doubt, be quickly integrated into school programs, we recognize that several years may be required to develop full curricula in all of the Native languages. We consider the composition of these two teams to be of vital importance and the involvement of persons from the communities to be essential. The teams should be assisted by:

- a Native teacher and a Native person who have expert knowledge of the concepts to be taught (possibly one person may serve both functions);

Language Program

ᐃᓕᵃᓂᐊᑭᑎᐅᓪᓚᑦ ᐋᖅᑲᑭᓱᒪᓂᕐᒥᑦ ᐃᓕᵃᓂᐊᖅᑎᑕᐅᓂᕐᒥᓪᓗ
ᐊᕐᓴᐅᕐᒥᓚᓗᓕᒪᑦ ᑭᓇᕐᓂᐊᖅᒥ ᐅᖅᑲᐅᕐᓱᓚᓕᓂᑦ.
ᖃᖅᓪᓗᓇᓵᔪᓵᒥᑕᓕᑦ ᐅᖅᑲᐅᕐᓱᒥᓵᓂᑲᑦ ᐊᑐᑦᓂᑎᑦ
ᐃᓕᵃᓂᐊᑭᑎᓕᐅᖅᑲᐅᕐᓚᓕᖅᑲᑦᑕ ᐃᓕᵃᓂᐊᓕᓴᖅᑲᑐᓂᑦ,
ᐃᓕᵃᓂᐊᑭᑎᓕᐅᖅᑲᑦᕿᓕᐊᓗᖅᓴᖅᑲᐊᖅᓴᖅᑲᐅᖅᑕᑦ ᐃᓕᵃᓂᐊᖅᑲᑐᑐᖅᑲᐃᑦ
ᐃᓕᵃᓂᐊᑭᑎᐅᖅᓴᵃᓂᵃᓂᑦ.

ᐅᖅᑲᐅᕐᓱᐅᓚᓂᑦ ᐃᓕᵃᓂᐊᖅᓂᖅᑲ ᐊᑐᓕᖅᑯᐅᓚᓚᖅᑲ 20

ᒪᖅᓱᑦᓂ ᐅᑦᓱᑐᑎᒋᐅᓂᐊᖅᑲᓱᑦᓂᑦ ᐱᓕᑎᐊᖅᓂᑦ
ᓴᖅᑲᑭᑎᖅᕿᓂᐊᖅᑲᑦᑕ
ᒃᑦᑯᐊ ᐱᓕᑎᐊᖅᑲᓴᖅᑎᑦ ᐃᓕᵃᓂᐊᑭᑎᐅᑲᓴᖅᑲᑐᓂᑦ
ᐊᑐᖅᑕᐅᖅᑲᓕᑕᕐᓴᖅᑲᑐᓂᓪᓗ
ᐃᖅᑲᑭᓵᓕᑦ ᐅᖅᑲᐅᕐᓱᒪᓂᑦ ᐅᐸᓴᵃᓂᑦ ᐃᓚᓕᑦ ᐅᖅᑲᐅᕐᓱᒪᓂᑦ.

ᑕᒪᑯᐊ ᖃᓄᖅ ᐱᓕᑎᐊᖅᓂᐅᓂᐊᖅᑐᑦᑕ ᐅᖅᑲᐅᕐᓱᐅᕐᒪᐸᑦ
ᐃᓕᒥᐊᖅᓗᒥᓕ, ᐋᖅᑲᑭᓱᒪᕐᓯᓂᐅᔪᓕ ᓄᑖᓱᓂᑦ
ᐅᑦᓱᑐᑎᒋᐅᓯᓂᐊᖅᑲᑦᓱᓂᑦ ᐱᓕᑎᐊᖅᓂᐅᖅᐸᑦᓱᓂᑦ ᒃᑯᐊ
ᐱᓕᑎᐊᖅᑲᓴᖅᑲᑦᓱᑦ ᐃᓕᵃᓂᐊᑭᑎᓕᐅᓴᐊᖅᓴᖅᑲᑐᓂᑦ ᖃᖅᑲᓪᓗᓇᓵᔪᓵᒥᑕᓕᑦ
ᐅᖅᑲᐅᕐᓱᒪᓂᑦ ᐊᑐᓴᖅᑎᑦ. ᖃᖅᐅᐅᓚᓇᖅᓚᑦ ᑕᒪᵃᓇ
ᐱᓕᑎᐊᖅᓂᐅᖅᐸᵃᓇᓱᒥᓚᑦ ᓄᓇᓕᒻᒥᓂᑦ ᐊᑕᐅᖅᓯᒪᓂᑦ.
ᕿᓇᐅᖅᑲᖅᑕᖅᑲᕐᓗᐊᖅᓴᖅᑲᑐᓂᑦ, ᑕᒪᑯᓂᖅᑲᓚᑦ ᐱᓕᑎᐊᖅᓂᐅᖅᐸᑦᓱᓂᑦ
ᐊᑎᒋᐊᖅᓯᓂᑦ, ᐋᖅᑲᑭᓱᒪᓕᒫᓂᐅᔪᓕ ᓄᑖᓱᓂᑦ
ᐅᑦᓱᑐᑎᒋᐅᓯᐊᖅᓴᖅᑲᑐᓂᑦ ᐱᓕᑎᐊᖅᓂᐅᖅᐸᒃᖃᓱᓂᑦ ᒃᑯᐊ
ᐱᓕᑎᐊᖅᑲᓴᖅᑲᑐᓂᑦ ᐃᓕᵃᓂᐊᑭᑎᓕᐅᓴᖅᑎᓂᑦ ᖃᖅᑲᓪᓗᓇᓵᔪᓵᒥᑕᓕᑦ
ᐅᖅᑲᐅᕐᓱᒪᓂᑦ ᐊᑐᓴᖅᑎᑦ. ᖃᖅᐅᐅᓚᓇᖅᓚᑦ ᑕᒪᵃᓇ
ᐱᓕᑎᐊᖅᓂᐅᖅᐸᵃᓇᓱᒥᓚᑦ ᓄᓇᓕᒻᒥᓂᑦ ᐊᑕᐅᓴᓕᓂᑦ ᒃᑯᐊ
ᐱᓕᑎᐊᖅᑲᓴᖅᑲᑐᓂᑦ ᐃᓕᵃᓂᐊᑭᑎᓕᐅᓴᖅᑎᓂᑦ,
ᐃᓕᵃᓂᐊᑭᑎᖅᑎᕐᓂᐅᖅᐸᒥᓗ ᐊᑕᐅᕐᓱᑦ ᐃᖅᑲᐅᖅᑕᑦ ᐅᖅᑲᐅᕐᓱᒪᓂᑦ
ᐊᑐᓴᖅᑎᑦ ᐊᒥᓚᓗ ᐱᓴᒃᑕ ᐊᑕᐅᕐᓱᑦᑐᑦ ᐃᓄᓕᑦ ᐅᖅᑲᐅᕐᓱᒪᓂᑦ
ᐊᑐᓴᖅᑎᑦ. ᒃᑯᐊ ᑭᓇᐅᖅᑲᓴᖅᑕᑲᑎᑕᐅᓕᐊᓴᖅᑲᑐᓂᑦ
ᐊᐅᓪᓛᐊᑎᓂᐊᖅᓴᖅᑲᐅᕐᓱᒥᓂᑦ ᐅᑭᐅᓂᑦ ᐱᓴᒪᓕᓂᑦ, ᐊᒥᓚᓗ
ᐊᐅᓕᓕᓕᐊᐅᖅᓚᓴᒃᑕᑦ ᑐᓴᖅᑲᑦᑕᐅᖅᓕᐊᓴᖅᑲᐅᖅᑐᓂᑦ ᓄᓇᓕᓴᓂᑦ
ᐊᓕᓕᓕᓂᑦ.

ᒃᑯᐊ ᓚᖅᑲᓪ ᐱᓕᑎᐊᖅᓂᐊᓂᐊᖅᑕᓴᓕᑦ ᐃᓄᑎᑐᑦ ᐃᖅᑲᑭᓕᖅᑎᓂᓪᓗ
ᐅᖅᑲᐅᕐᓱᒪᓂᑦ ᐃᓕᵃᓗᐊᑎᐅᓕᐅᖅᑲᑦ
ᐃᓕᓕᐅᑎᐅᐅᓕᓇᕐᓗᐊᖅᑎᓂᑐᓕᑦ ᐃᓕᵃᓂᐊᖅᐸᓂᑦ
ᐃᓕᵃᓂᐊᑭᑎᓱᓕᓂᑦ, ᖃᖅᐅᐅᓚᓇᖅᓚᑦ ᑕᒪᐃᵃᓄᑦ ᐅᖅᑲᐅᕐᓱᐅᕐᓄᑦ
ᓄᓇᕐᓂᐊᖅᑎᑦ ᐃᓕᵃᓂᐊᑭᑎᓕᐅᓴᐊᖅᓴᖅ ᐅᑭᐅᓂᑦ ᐊᒥᓱᓂᑦ
ᐱᓕᑎᐊᖅᓂᐅᖅᐅᖅᑲᐊᖅᑲᓴᐊᖅᓴᖅᑕᒪᑦ. ᐃᓕᒪᓕᓇᕐᓗᑦ ᒃᑯᐊ
ᐱᓕᑎᐊᖅᑲᓴᖅᑲᑐᓂᑦ ᐅᖅᑲᐅᕐᓱᓕᓚᓂᓴᓕᑦ ᐊᑐᓴᖅᑲᑦᑕᓚᓪᓚᖅᑐᑦ
ᐊᒥᓚᓗ ᐃᓄᑎᑐᑦ ᓄᓇᓕᓴᓂᑦ ᐃᓕᐅᑎᑕᐅᖅᐅᖅᑲᐊᖅᑲᑐᓂᑦ. ᒃᑯᐊ

- one or two curriculum specialists: one to concentrate on the development of the Native-language program and perhaps another to concentrate on bilingual aspects of the program;
- a reading specialist; and
- a specialist in applied linguistics who is familiar with a Native language.

Other experts, such as a cross-cultural psychologist, a specialist teacher of mathematics to Native children, a linguist familiar with a particular dialect, or other persons with particular skills may be added from time to time. The team will have an enormous task to deal with the description of Native concepts, socio-linguistic surveys, analysis of language acquisition, cognitive development, issues related to basic reading, and the preparation of dictionaries, grammars, and orthographies.

Divisional boards will direct and control these pilot projects, the success of which will involve close cooperation with the teacher-training staff and with the curriculum specialists of the appropriate Centre for Learning and Teaching.

The Role of English

Evidence presented to the Special Committee indicates that, with respect to the English language, children in the Northwest Territories may be divided into three groups:

- children who come to school speaking no English or very limited English;
- children who speak a non-standard form or dialect of English; and
- children who speak a standard form of English.

Few teachers in the Northwest Territories have had any training in the teaching of English as a second language (ESL), and most of the teaching materials now in use were prepared for children who speak standard English. It is not surprising, therefore, that almost all schools use standard English as the language of instruction.

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Language Program

ᐅᖃᐅᓯᓕᓂᓂᖅᑎᑦ ᐃᓕᓴᓂᐊᕈᑎᓄᓂᓄᑦ ᐊᑦᑲᑭᓄᓯᐊᓂᐊᖅᑐᑦ
ᐃᑲᓯᖅᑕᐅᓴᓕᐊᖅᑲᖅᓴᑦ ᐅᑯᓇᓴᒪᑦ

• ᖃᑲᓪᓚᒻᒧᓴᒋᑦᑐᓂᑦ ᐃᓕᓴᓂᐊᖅᑎᖏᓯᐅᑦᐊᓯᓂᑦ ᐊᓪᒪᓗ
ᖃᑲᓪᓚᒻᒧᓴᒋᑦᑐᓂᑦ ᖃᑲᐅᓴᒪᕐᓯᐊᖅᑐᓄᑦ ᓯᓇᑦ
ᐃᓕᓴᓂᐊᖅᑕᐅᓴᓕᐊᖅᑲᖅᓴᒪᒃᑐᑦ (ᐃᓪᒪᓴᖅᑲᒃ ᐃᓄᑦ ᐊᑕᐅᓯᖅᑐ
ᑕᒪᑲᕈᒻᓂᑦ ᐱᓕᓇᐊᖅᑲᕈᓐᓇᖅᑲᖅᑐᑦ);
• ᐊᑕᐅᓯᖅᑎᑦ ᐅᕙᓪᓕᓐᓂᑦ ᒪᖅᕈᒻᓂᑦ ᐃᓕᓴᓂᐊᕈᑎᓂᐅᑦᓂᖅᓯᒪᑦ
ᖃᑲᐅᓴᒪᕐᓯᐊᖅᑐᓂᑦ: ᐊᑕᐅᓯᖅᑐ ᖃᑲᓪᓚᒻᒧᓴᒋᑦᑐᓂᑦ
ᐅᖃᐅᓯᒻᒧᓐᓂᑦ ᐃᓕᓴᓂᐊᕈᑎᓂᐅᑦᓂᖅᑎᑦ ᐱᓕᓇᐊᖅᑲᖅᓗᓂ
ᐊᓪᒪᓗ ᐃᓪᒪᓴᖅᑲᒃ ᐊᐃᕐᓱᒻᒪ ᒪᖅᕈᒻᓂᑦ ᐅᖃᐅᓯᓕᓂᓂᓄᑦᓯᒪᑦ
ᐱᓕᓇᐊᖅᑲᖅᓗᓂᓂ;
• ᐅᖃᑲᒪᒐᓕᓂᓂᓄᑦᓯᒪᑦ ᖃᑲᐅᓴᒪᕐᓯᐊᖅᑐᑐᒥᓂ; ᐊᓪᒪᓗ
• ᐅᖃᐅᓯᓕᓂᓂᓄᑦᑎᑦ ᐱᓕᓇᓴᐅᕐᓯᑦᑎᑦ ᖃᑲᓪᓚᒻᒧᓴᒋᑦᑐᓂᑦ
ᐅᖃᐅᓯᒻᒧᓐᓂᑦ ᖃᑲᐅᓴᒪᓗᓂᓂ.

ᐊᓯᒻᒧᓐᓂᑦ ᖃᑲᐅᓴᒪᓗᓂᓂᑦ, ᓄᓇᓗ ᐃᓕᖅᑲᓯᓂᐅᑦ ᐊᓴᓴᓐᓂᒧᓐᓂᑐᓂᑦ
ᐃᓕᓐᓂᐊᖅᑲᓯᒪᓕᕐᓂᑦ, ᖃᑲᓪᓚᒻᒧᓴᒋᑦᑐᓂᓄᑦ ᓴᓴᐅᑎᓕᓂᓂᓄᑦᓯᒪᑦ
ᐃᓕᓴᕐᓂᐊᓴᐅᕐᓯᒪᑦ, ᐅᖃᐅᓯᓕᓂᓴᐅᕐᓯᒪᑦ ᐅᖃᐅᓯᓂᓴᐅᕐᓯᒪᑦ
ᖃᑲᐅᓴᒪᕐᓯᐊᖅᑐᒥᑦ, ᐅᕙᓪᓕᓐᓂᑦ ᐊᓯᒻᒧᓴᑦ ᖃᑲᐅᓴᒪᓂᖃᑲᖅᑐᓂᑦ
ᐱᓕᓇᐊᖅᑲᖅᓴᐅᕐᓯᒪᑦ ᐃᑲᓴᕐᓂᐊᖅᑎᓴᐅᖃᑲᓴᕐᓇᖅᑐᓂᑦ ᐃᓴᓪᓂᐅᓄᓯᑦ.
ᒪᓄᐊ ᐅᖃᐅᓯᓕᓂᓂᓄᑦᓯᒪᑦ ᐱᓕᓇᐊᖅᑲᖅᓂᐊᖅᑲᖅᑐᓂᑦ
ᐊᓯᓴᖅᑐᒥᓗᒪᓐᓇᖅᑎᑦ ᐱᓕᓇᐊᖅᑲᖅᓂᐊᖅᑲᖅᑐᓂᑦ ᐱᓕᓇᐊᖅᑲᖅᓂᐊᖅᑲᖅᑐᓂᑦ
ᖃᑲᓪᓚᒻᒧᓴᒋᑦᑐᓂᑦ ᐊᑐᖃᑲᑕᖅᑕᐅᓴᒋᑦᑕ, ᐃᓕᖅᑲᓯᓂᐅᑦ,
ᐅᖃᐅᓯᒋᑦᑕ ᒥᓂᓄᓂ, ᖃᑲᐅᓴᓴᖅᑕᐅᓂᒋᑦᑕ ᐅᖃᑲᐅᓱᑦ,
ᐅᖃᐅᓯᒪᒐᓕᓂᐅᓴ ᒥᓂᓄᓂ ᐊᓪᒪᓗ ᐅᖃᑲᐅᓱᑦ
ᑐᑭᓯᐅᖅᑕᐅᓂᒋᑦᑕ ᒥᓂᓄᓂ.

ᐊᐃᑲᑐᓯᒪᓕᓂᓂ ᐃᓕᓴᓂᐊᖅᑐᓯᓂᓂᓄᑦᓯᒪᑦ ᑲᑎᒪᓴᐅᕐᓯᒪᑦ ᒐᑲᑯᓂᒃ
ᐅᖃᐅᓯᓯᓂᓂᓄᑦᓯᒪᑦ ᐱᓕᓇᐊᖅᑲᖅᓂᐊᖅᑲᖅᓯᒪᑦ ᐅᑲᑐᑎᒥᓴᐅᓂᓂᓄᑦᓯᒪᓂᓂ
ᒪᒪᒥᓴᖅᖃᖅᑐᖅᑐᑦᑐᓂᑦ, ᐊᓪᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᓂ ᐃᓕᓴᓂᐊᕈᑎᓂᐅᑦᓂᖅᓯᒪᑦ
ᐃᓕᓴᓂᐊᖅᑐᑐᓯᓂᓂᓄᑦᓯᒪᑦ ᐱᓕᓇᐊᖅᑲᖅᓂᐊᖅᑲᖅᑐᓂᑦ ᐃᓕᓴᓂᐊᕈᑎᓂᐅᑦᓂᖅᓯᒪᑦ
ᐃᓕᓴᓂᐊᖅᑐᓯᓂᓂᓄᑦᓯᒪᑦ ᐱᓕᓇᖃᐅᓯᓯᓂᓂᓄᑦᓯᒪᑦ ᐃᑲᓴᕐᓂᐊᖅᑎᓴᐅᖃᑲᓴᕐᓇᖅᑐᓂᑦ
ᐱᓕᓇᐊᖅᑲᖅᓴᐅᓇᓂᐅᑦᓂᑦ ᐊᐅᓴᓂᓂᓄᑦᓯᒪᓂᓂᓄᑦᓯᒪᑦ.

ᖃᑲᓪᓚᒻᒪᑦ ᐅᖃᐅᓂᐅᓯᖅ

ᐅᖃᐅᓂᐅᓴᖃᑲᓴᕐᓂᐅᑦᓂᑦ ᐃᓕᓴᓂᐊᖅᑐᓯᓂᓂᓄᑦᓯᒪᑦ
ᑲᑎᒪᓴᕆᓪᓚᕐᓂᓄᑦ ᖃᑲᐅᓴᒪᓇᓴᑎᓂᕐᓂᖅᓯᒪᑦ ᓄᓇᓕᓂᐊᖅᑎ
ᐃᓕᓴᓂᐊᖅᑐᑦ ᐊᐃᑲᑕᐅᓴᒋᑦᑕᐅᓴᓂᐊᖅᑐᑦᑐᒥᓂᐅᓴᒪᑦ
ᐱᓪᓚᑦᓯᓪᓚᓴᑦᑎᓂᐅᓪᓚᒃᑐᑦ, ᐃᓂᒪᓕᓂᐅᒪᑦ ᖃᑲᓪᓚᒻᒪᑦ
ᐅᖃᐅᓯᓂᓴᐅᓂᐅᓯᖅᑐᓂᑦ:

Commercial materials, readers, workbooks, etc. are not usually designed for ESL children, and those that are are for southern minority groups. Specific, northern ESL materials should be prepared in units for use in local schools. *Public Hearing, Rae-Edzo.*

Because many parts of the world have the variety of languages found in the Northwest Territories, a great deal of effort has gone into study of the best ways to teach English to persons whose mother tongue is not English. Specialists agree that teaching English, and only English, as if it were a Native child's first language is detrimental to learning.

LANGUAGE PROGRAM RECOMMENDATION 21

Funds shall be made available to the divisional boards to enable schools to develop ESL programs.

We recommend that divisional boards shall enable schools to develop English-as-a-second-language programs to accommodate the needs of each community, and we foresee that English may be taught and used in the schools of the Northwest Territories in these four ways.

1. English may be intensively taught as a second language in communities that have chosen a fully bilingual program of education, but in which most of the children come to school speaking only their mother tongue, the language of instruction for most subjects.

2. English may be taught as a second language in communities that have chosen to use English as the language of instruction for all subjects because some children may come to these schools speaking little or no English.

3. English may be taught as a subject and used as the language of instruction for all subjects in schools to which children come who speak a dialect of English, rather than standard English.

4. English may be taught as a subject and used as the language of instruction in communities that have chosen not to use a Native language in their schools.

• ᓄᑕᖅᑲᑦ ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑕᕐᓄᑦ ᖃᐅᔨᓴᐃᓐᓄᑦ
ᐅᖃᐅᓯᐊᓂᔪᓐᓇᖅ ᐅᕙᓪᓕᐊᓴᖅᑎᑦ ᐅᖃᐅᓯᐊᓂᔪᓐᓇᖅᑐᓂᔪᓐᓇᖅ,
• ᓄᑕᖅᑲᑦ ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑕᕐᓄᑦ ᖃᐅᔨᓴᐃᓐᓄᑦ
ᐅᖃᐅᓯᐊᓕᕆᔨᖅᑐᓂᖅ, ᐊᒻᒪᓗ
• ᓄᑕᖅᑲᑦ ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑕᕐᓄᑦ ᖃᐅᔨᓴᐃᓐᓄᑦ
ᐅᖃᐅᓯᐊᓂᔪᐊᖅᑐᓂᖅ.

ᖃᐅᔨᓴᐃᖅᑕ ᓄᓇᕗᑦᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᐅᖅᑕᐅᖅᑕᕐᓄᑦ
ᐊᖅᑲᓇᖅᑕᐅᓂᒪᖅᑕᕐᕆᒪᒪᑕ ᖃᐅᔨᓴᐃᓐᓄᑦ ᐅᖃᐅᓯᕗᑦᓂᖅ.
ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᓂᐊᖅᑎᒪᑕ ᖃᐅᔨᓴᐃᓐᓄᑦ ᐅᖃᐅᓯᐊᓯᕐᓴᐅᓂ
ᐃᓕᓴᕐᓂᐊᕐᑕᐅᓂᐊᕐᓇᖅᓂᖅ ᖃᐅᔨᓴᐃᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑦᑕᐅᓂᖅᓗᑦ
ᑕᒪᓐᓇᐊ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᓂᐅᖅᑕᐅᕙᑦ ᐊᑐᖅᑕᐅᖅᑕᐅᓯᐊᓂᔪᓐᓇᖅᑐ
ᓄᓇᓕᓂᖅ. ᑲᑎᒪᑦᓴᓕᑦ, RAE EDZO-Γ

ᓄᓇᕗᑦᐊᖅᑎᒋ ᐊᒥᓱᓕᕐᓂᑐᐃᓚᖓᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑦᑕᐅᕙᒪᕐᕆᒪᒪᑕ
ᐃᓕᓴᕐᓂᐊᖅᑎᖅᓯᓂᒥᓂᖅ ᖃᐅᔨᓴᐃᓐᓄᑦ ᖃᐅᔨᓴᐃᓐᓄᑦ
ᐅᖃᐅᓯᐊᓂᕐᓂᑐᓄᑦ, ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᑦ ᐊᑐᖅᑕᐅᖅᑕᐅᖅᑕᕐᓄᑦ
ᑐᖅᓯᐅᕐᒪᑕ ᖃᐅᔨᓴᐃᓐᓄᑦ ᐅᖃᐅᓯᐊᓕᓵᖅᑐᓂᖅ. ᑕᒪᐃᓕ
ᐃᓕᓴᕐᓂᐊᖅᑎᓂᑦ ᑕᒪᖅᑎᑲᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᓂᖅ ᓄᓇᕗᑦᐊᖅᑎᑦᑕᐅᓂᖅ ᖃᐅᔨᓴᐃᓐᓄᑦ
ᑲᑎᒪᔨᖅᑎᑦᑕᐅᓂᒪᓕᕐᓂᖅ ᖃᐅᔨᓴᐃᓐᓄᑦ ᐅᖃᐅᓯᐊᓂᔪᓐᓇᖅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑎᑦᑕᐅᓂᖅ.
ᑲᑎᒪᔨᖅᑎᑦᑕᐅᓂᒪᓕᕐᓂᖅ ᖃᐅᔨᓴᐃᓐᓄᑦ ᐅᖃᐅᓯᐊᓂᔪᓐᓇᖅᑐᓂᖅ
ᐃᓕᓴᕐᓂᐊᖅᑎᖅᓯᓂᑦᓴᓕᑦ ᐊᓪᓚᒃᓯᕐᓂᕐᓚᓂᒃᓚᑦ.

ᐅᖃᐅᓯᕗᑦᐅᔪᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑎᓂᖅᑕᐅᖅ ᐊᑐᓪᓚᐅᖅᑐᐅᔪᓂᖅ 21

ᐊᐱᖅᑐᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᓂᓗᓂᑦᓗᑦ ᑲᑎᒪᓕᐅᖅᑐᔪᓂ
ᑭᓇᐅᔨᖃᖅᖃᑎᖅᑕᐅᓂᐊᖅᑐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑎᖅᓯᑦ
ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑎᑦᑕᐅᓯᐅᓴᐅᓂᓕᕐᓂ
ᖃᐅᔨᓴᐃᓐᓄᑦ ᖃᐅᔨᓴᐃᓐᓄᑦ ᐅᖃᐅᓯᐅᓴᐅᓂᒃᑯᑦ.

ᐊᑐᓂᔪᓐᓃᐅᔪᓂ ᐊᐱᖅᑐᖅᓯᒪᔪᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᓂᓗᓂᑦᓗᑦ
ᑲᑎᒪᓕᐅᖅᑐᔪᓂ ᐊᓪᓚᓯᕐᓂᑦᓴᓕᑦᓴᓕᑦᓗᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᖅᓯᓂᑦ ᖃᐅᔨᓴᐃᓐᓄᑦ
ᐃᓕᓴᕐᓂᐊᕆᐊᖃᖅᑐᓂᓕᕆᔨᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑦᑕᐅᓂᖅ ᖃᐅᔨᓴᐃᓐᓄᑦ
ᐅᖃᐅᓯᐅᓴᐅᓂᒃᑯᑦ ᓄᓇᕗᑦᓂ ᐊᑐᖅᑕᐅᓯᐊᖅᑐᐅᔪᓂᖅ, ᐊᒻᒪᓗ
ᓴᓪᒪᐅᓕᕆᔨᓗᑎᒃ ᑲᑎᒪᓕᐊᓂᔪᓐᓇᖅᑐᓂᖅ
ᐃᓕᓴᕐᓂᐊᖅᑎᑦᑕᐅᓯᑲᓕᐅᖅᑕᕐᓂᐊᖅᑐᓂᖅ.

Our comments hereafter will be directed only to schools that use a Native language for instruction or that have many children whose mother tongue is not English. Divisional boards may wish to cooperate in the organization and the support of programs to teach English as a second language to Native children. We assume here that English-only programs may be adequate for the needs of some communities.

LANGUAGE PROGRAM RECOMMENDATION 22

Funds shall be made available to the divisional boards to finance a program to assess the proficiency of Native children in English.

Teachers must be able to assess the ability of students with respect to the use of language and to know whether or not language is the cause of a student's strength or weakness in a particular subject. Without the ability to make this kind of assessment, teachers may mistakenly regard some children as retarded and in need of remedial work. Such an impression, mistaken or not, may negatively influence the student's self-image and the teacher's expectation of the student's abilities.

Many students who are considered to have problems with language may really be responding normally to the problems met in learning a second language. Teachers may create problems by regarding children who speak a dialect of English or older students who have some facility in English as though they were proficient in English. We consider there is an urgent need for research into the means of assessing English-language proficiency among school-age children in the Northwest Territories, and we recommend that the divisional boards shall finance a program to assess their proficiency.

GUIDELINES, PROGRAMS, AND MATERIALS MUST BE CLOSELY COORDINATED WITH THE NATIVE-LANGUAGE PROGRAMS

English-language specialists must work with other specialists to ensure that the level of English used in classrooms will help students to do well. Teachers of every subject must, in some sense, be regarded as teachers of English as a second language. Specialists in ESL must contribute to the development of every part of the curriculum,

Language Program

1. ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᑐ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᓄᓇᕗᒻᒥᑦ ᓯᓚᑦᓴᓂᒃ ᐅᖃᐅᓯᖅᑎᓂᒃ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ, ᐃᓕᓴᕐᓂᐊᕐᓗᒍᖃᑦᓯᓕᖅᑐᑦ ᐅᖃᐅᓯᖅᑐᓂᒃᑐᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ.

2. ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᑐ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᓄᓇᕗᒻᒥᓂ ᐃᓕᓴᕐᓂᐊᕐᒥᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᖃᑦᓯᓕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓰᓐᓇᑎᒃ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᖃᑦᓯᓕᖅᑐᑦ.

3. ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᑐ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᓗ ᐃᓕᓴᕐᓂᐊᕐᒥᑎᓗᒃᑐᓕᕐᒥᔪᓂ ᓄᑕᖃᒃᓄᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓰᓐᓇᕐᓂᑐᒍᓐᓄᑦ.

4. ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᑐ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᓗ ᐃᓕᓴᕐᓂᐊᕐᒥᑎᓗᒃᑐᓕᕐᒥᔪᓂ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᓯᒪᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᖃᑦᓯᓕᖅᑐᑦᓱᓂᓗ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ.

ᐅᖃᐅᓯᖅᑎᓂᐊᕐᓂᖅᑐᑦ ᐅᖃᐅᓯᖅᑎᖃᑦᓯᓂᐊᕐᓂᖅᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᓯᒪᓂᒃᑐᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᐅᖃᐅᓯᖅᑎᓂᒃᑐᑦ ᐅᕙᓪᓕᐊᓂᒃᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᓯᒪᓂᒃᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓯᖅᑎᓕᕆᓂᐊᕐᓂᖅᑐᑦᓱᓂᒃᑐᑦ. ᐊᐃᑐᑦᓯᓕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦᓱᓂᒃᑐᑦ ᑲᑎᒪᔨᖅᑐᓕᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᖃᑦᓯᓕᖅᑐᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓰᓐᓇᕐᓂᑐᒍᓐᓄᑦ. ᐃᓗᓕᕐᓗᒍ ᖃᑦᓯᓇᖅᑎᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐅᖃᐅᓯᖅᑐᓂᒃᑐᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐅᖃᐅᓰᓐᓇᕐᓂᑐᒍᓐᓄᑦ.

ᐅᖃᐅᓯᖅᑐᓂᒃ ᐅᖃᐅᓯᖅᑐ ᐊᑐᖃᑦᓯᓕᖅᑐᑦ 22

ᐊᐃᑐᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ

ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓴᖅᑐᑦ ᖃᑦᓯᓇᖅᑎᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦ ᐅᖃᐅᓯᖅᑐᓂᒃᑐᑦ ᐅᖃᐅᓰᓐᓇᕐᓂᑐᒍᓐᓄᑦ ᐊᑐᖃᑦᓯᓕᖅᑐᑦᓱᓂᒃᑐᑦ ᐅᖃᐅᓯᖅᑐᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᐅᖃᐅᓯᖅᑎᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᐅᖃᐅᓯᖅᑐᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᐅᖃᐅᓯᖅᑎᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ ᐅᖃᐅᓯᖅᑐᓂᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓗᒍᓱᒃᑐᓂᒃᑐᑦ

ᑕᒪᐅᑕᐅᖅᓯᒋᐊᖅᑎᓪᓗᒍᑲᓂᖅ, ᐃᓕᓴᕐᓂᐊᖅᑐᑦ
ᓴᐱᓕᖅᑎᑕᐅᕙᓴᒪᑦ ᐊᒻᒪᓗ ᐃᓕᓴᐃᓐᓇᕙᓕ
ᓯᒃᑲᐃᓕᓴᕐᓂᓯᓯᐊᖅᓗᑎᒃ ᐃᓕᓴᕐᓂᐊᕈᑎᒋᔭᖅᑎᓴᕐᓂᖅ.

ᐊᑐᐊᒪᐅᓂᐊᖅᑐᑦ, ᐱᓕᓇᐊᖅᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᖅ- ᑭᑕᐅᓂᐊᖅᑐᑦ ᐃᓕᑎᒍᑎᓂᐊᕐᓂᖅ ᖁᓕᓴᐅᔪᒪᓂᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅ- ᑭᑕᐅᓂᐊᖅᑐᑦ

ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐅᖃᐅᓯᕐᓗᒋ ᐃᓕᓴᕐᓯᐊᓕᐃᓕᓴᕐᓯᐅᕙᓕ ᐊᑲᐅᖅᓯᓕᐅᑕᐅᓯᒪᓕᕆᓂᖅᑐᑦ ᐅᖃᐅᓯᕐᓇᖅᓯᒋᑕᒥᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᓯᓕᒥ. ᐃᓕᓴᐃᓐᓂᑦ ᐊᑲᐅᖅᓯᓕᐅᑕᐅᑭᓇᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑭᓯᒪᓕᕆᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐅᖃᐅᓯᕐᓂᖅ ᐅᖃᐅᓯᓇᖅᓯᒋᐊᕐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐅᖃᐅᓯᕐᓂᖅ ᓄᓇᕗᑦᓯᒪᓕᕆᓂᖅ, ᐊᒻᒪᓗ ᑲᑎᒪᔨᖅ ᐊᐃᑐᑦᓯᒪᓕᕆᓂᖅ ᑕᒪᑐᒍᓱᒃ ᖃᐅᔨᓴᖅᑎᑐᑦᓯᒪᓕᕆᓂᖅ.

ᐅᖃᐅᓯᕐᓂᖅ ᐅᖃᐅᓯᕐᓗᒋᑐᒃ ᐱᓕᕆᓂᐊᖅᑐᑦ
ᐱᓕᕆᖅᑎᖅᑲᖅᑕᕆᓂᐊᖅᑐᑦ ᐊᓯᔾᔨᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᒪᓕᕆᓂᖅ
ᖁᐅᖅᓯᓂᐅᑕᐅᓂᖅᑐᑦ ᖁᓕᓴᐃᓐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ
ᐃᑲᓗᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑎᓪᓗᒍᑲᓂᖅ. ᖁᓕᓴᐃᓐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑎᓯᓚᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑎᓯᐅᕙᓕᒍᑲᓂᖅ. ᖁᓕᓴᐃᓐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑎᓯᓂᖅᑐᑦ
ᖁᓕᓴᕐᓂᐊᖅᑐᑦ ᐃᓕᑎᒍᑎᓂᐊᕐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑎᓯᐅᑎᓂᐊᖅᑐᑦ, ᐃᓕᓴᕐᓂᐊᖅᑎᑕᐅᓯᒪᓕᕆᓂᖅ
ᐃᓕᓴᕐᓂᐊᕐᓇᖅᓯᒋᐊᖅᑎᓂᐊᖅᑐᑦ ᖁᓕᓴᐃᓐᓂᖅ
ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᒪᓕᕆᓂᖅ.

ᐅᖃᐅᓯᕐᓗᒋᑐᒃ ᐃᓕᓴᕐᓂᐊᖅᓯᖅᑐᑦ ᐊᑐᓕᖅᑐᑦᓯᒪᓕᕆᓂᖅ 23

ᐊᐃᑲᐅᖅᑐᑦᓯᒪᓕᕆᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᒪᓕᕆᓂᖅ ᑲᑎᒪᔨᖅᑎᓪᓗᒍ
ᐱᓇᐅᔨᖅᑐᑦᓯᒪᓕᕆᓂᖅ ᖁᓕᓴᐃᓐᓂᖅ
ᐃᓕᓴᕐᓂᐊᕈᑎᒋᔭᖅᑎᓂᐊᖅᑐᑦ ᖁᓕᓴᐃᓐᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ

ᐅᑭᐅᓂᖅ ᐊᒥᓱᓂᖅ ᓄᓇᕗᑦᓯᒪᓕᕆᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑎᓯᓂᖅᑐᑦ
ᖁᔨᓴᕐᓂᐊᕐᓱᖅᑭᓇᓂᖅᑐᑦ ᖁᓕᓴᐃᓐᓂᖅ
ᐃᓕᓴᕐᓂᐊᕈᑎᒋᔭᖅᑎᓂᐊᕐᓂᖅ ᖁᓕᓴᐃᓐᓂᖅ ᓄᓇᖑᓂᓯᓯᐊᖅᑐᑦ
ᓇᒪᔪᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐅᑭᐅᖅᑕᖅᑐᒥᓂᖅ. ᓄᓇᕗᑦᓯᒪᓕᕆᓂᖅ

to the training of teachers, and be familiar with Native-language programs.

LANGUAGE PROGRAM RECOMMENDATION 23

Funds shall be made available to the divisional boards to select and develop materials for teaching English to Native students.

For many years, teachers in the Northwest Territories have complained that standard, commercially available materials for teaching English are inadequate for their needs. The development of new materials for the classrooms of the Northwest Territories is urgently needed not only because of the present lack of them but also because of the variety and range of proficiency in English among northern communities.

Materials are not even Canadian, let alone culturally based for the community of Gjoa Haven. Materials should reflect the basic content of the culture of the people they serve. Plus, there ought to be available high-interest, low-skill materials which reflect life in the north. *Public Hearing, Gjoa Haven.*

As a first step, we think that ESL specialists, representatives of the divisional boards, and classroom teachers should carefully examine existing materials to identify what can be adapted to suit present needs in schools of the Northwest Territories.

ESL specialists should also select for each school a library of books for readers of all ages and every level of proficiency in English. Local interests and needs should be borne in mind in selecting these books. Reading aloud to children and encouraging them to read to themselves are among the most important classroom activities.

The teacher-training program will help new teachers to use programs and materials developed for use in northern classrooms, and in-service workshops will demonstrate new programs and materials to experienced teachers. A formal association between the development of new curricula and the training of teachers will encourage contributions and responses, favourable and unfavourable, from the classrooms.

Language Program

ᐃᓕᓐᓂᕐᒧᑦ ᓄᓇᓕᒃ ᐃᓕᓐᓂᐊᕐᓂᑦᑐᖅᑕᐅᖅᓯᓂᖅᓯᓚᐅᑦ ᐅᑭᐅᖅᑕᕐᖅᑐᓗᒃ ᑐᕆᔨᒪᔪᓂᒃ ᐱᑕᖅᓴᕐᓗᐊᕐᓚᑦ ᐊᒻᒪᓗ ᓄᓇᕗᔪᓕᒫᒥ ᐃᓕᓐᓂᐊᕐᓇᖅᑐᒃ ᖃᖅᑐᓗᓈᑎᒃ ᐅᖅᑲᓐᓇᕐᓂᕐᒥ ᐊᐅᓚᓐᓴᕐᓂᒪᓕᕆᔨᒪᑕ.

ᐅᖅᓯᕐᖅᑐᒍᓗᒃ ᑐᕆᔨᒪᓴᕐᓂᑐᐊᕐᓂᔪᓂᕐᓄᓇᒃ ᐃᓕᓐᓂᐊᕐᓂᖅ ᑲᓇᑕᒥᐅᓄᓇᓕᒃ ᑐᕆᔨᒪᔨᕐᓂᒪᑕ. ᐃᓕᓐᓂᐊᕐᓂᖅ ᐋᖅᑯᓂᑕᐅᔪᒪᓕᕆᔨᒪᖃᖅᑐᐊᕐᓚᑦ ᑐᕆᔨᒪᔭᑎᓐ ᐃᓕᓐᓂᐊᖅᑐᓗᒃ ᐃᓕᖅᑯᓯᕐᓂᕐᓄᓇᒃ. ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐅᑭᐅᖅᑕᖅᑐᒥᐅᓄᓇᒃ ᑐᕆᔨᒪᔭᑎᓐᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅ ᐅᑭᐅᖅᑕᕐᖅᑐᒥᐅᓄᓇᒃ ᑐᕆᔨᒪᓂᖅᓴᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅ.

ᓄᓇᕗᒻᒥᐅᓗᓂᒃ ᑕᐃᒪ ᐱᓕᕆᔨᒪᖅᓯᓂᒃ, ᑕᒪᐅᑯᐊ ᖃᖅᑐᓗᓈᑎᒃᓴᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅ ᖃᐅᔨᒪᓂᖅᑎᑦᓴᓂᐊᕐᓂᖅ, ᐊᐃᑉᐅᓯᒪᔪᓂ ᐃᓕᓐᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅ ᑲᑎᒪᔨᓂ ᐃᓕᓴᕐᓂ, ᐊᒻᒪᓗ ᐃᓕᓴᐃᓐᓇᕐᓂ ᖃᐅᔨᓴᓴᕐᓂᐊᕐᓂᑦᑐᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᖅᑎᒃᓴᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅᐸᑉᐃᓴᓂ ᖃᐅᔨᓴᓴᕐᓂᑦᑐᓂ ᓇᓕᓂᐊᕐᓂ ᐃᓕᓐᓂᐊᕐᓂᖅ ᐅᑭᐅᖅᑕᕐᖅᑐᒥᐅᓄᓇᒃ ᑐᕆᔨᒪᓕᕆᔨᒪᓂᕐᒥᐅᓄᓇᓕᒫᒃ.

ᖃᖅᑐᓗᓈᑎᒃᓴᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅ ᖃᐅᔨᓴᓕᓂᖅᑐᒥᐅᓄᓇᒃᓴᓂᐊᕐᓂᖅ ᐅᖅᑲᓕᒪᔨᒪᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᖅᑐᒃᓴᓕᒪᓂᖅ ᓂᕆᐊᕐᓂᖅᓯᓚᐅᖅᑎᓂᐊᕐᓂᖅ. ᓄᓇᕗᑦᓂ ᐃᓄᐃᑦ ᐃᓕᐅᑎᑕᐅᔪᓚᐅᖅᑎᓂᐊᕐᓂᖅ ᐅᖅᑲᓕᒪᔨᒪᓂᒃ ᓂᕆᐊᕐᓂᖅᓯᓚᐅᖅᑎᓂᐊᕐᓂᖅ. ᑕᐃᒪᓕ ᐃᓕᓴᐃᓐᓇᕐᓂ ᐅᖅᑲᓕᒪᔨᓴᕐᓂᕐᒥ ᐃᓕᓐᓂᐊᕐᓂᖅᑐᒃᓴᓇᔨᒪᓂᒃ ᐊᑐᓴᕐᓂᖅᑕᓴᕐᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅ ᐃᓕᓐᓂᐊᕐᓂᖅᓴᕐᓂᕐᒥᐅᓄᓇᒃ.

ᐃᓕᓴᐃᓐᓇᕐᓂᐅᓂᐊᕐᓂᖅᑐᒃ ᐃᓕᓐᓂᐊᕐᓂᖅᑎᓕᓂᖅᑐᒃ ᐃᑲᓯᓂᖅᑲᓂᖅᓯᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅᑐᒃ ᐅᑭᐅᖅᑕᕐᖅᑐᒥᐅᓄᓇᒃ ᑐᕆᔨᒪᓯᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᖅᑎᓕᓂᖅᑐᒥᐅᓄᓇᓕᒫᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅᑐᒃ. ᐅᑭᐅᖅᑕᕐᖅᑐᒥᐅᓄᓇᒃ ᐃᓕᓐᓂᐊᕐᓂᖅᑎᓕᓂᖅᑐᒥᐅᓄᓇᓕᒫᓂᐊᕐᓂᖅᑐᒃᓴᓂᐊᕐᓂᖅᑐ

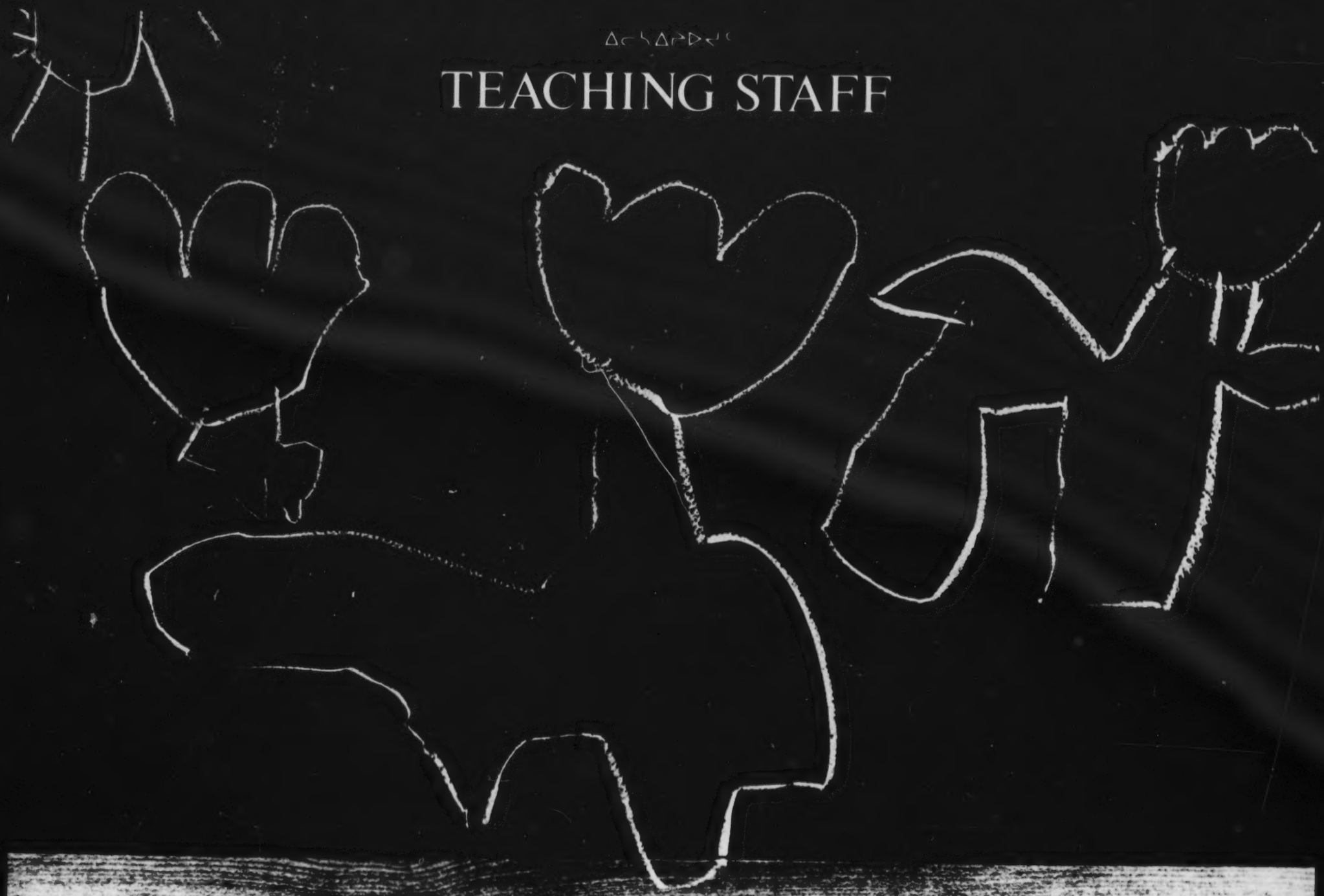
ᑲᖏᐅᓯᐅᓪᓗᒍ ᐃᓕᓴᕐᓂᖅ

ᐃᓕᓴᕐᓂᖅᑕᐅᖏᑦᑕᓚᐊᖏᖅᓯᒪᓂᖅ ᖃᖏᓪᓗᓈᑎᒍᓂᖅ ᑲᖏᐅᓯᐅᓂᖅ
ᐃᓕᓴᕐᓂᖅᐸᒃᓯᓂᒃ ᖃᖏᐅᓵᓴᓯᐊᓕᓴᕐᓇᖏᑦᑕᓂᕐᓂᐊᕐᓕᒡᒐ
ᖃᖏᓪᓗᓈᑎᒍᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᓄᑕᐅᖏᑦᑕᐅᓛᓕᕐᓂᐊᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᐸᓪᓕ
ᐊᑐᖏᑦᑕᐅᓴᐅᓕᖅᓴᒃ.

ᐃᓕᓴᕐᓂᖅᑕᐅᖏᑦᑕᐅᓛᓕᕐᓂᐊᓂᒃ ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᖅᐸᒃᓯᓂᒃ
ᐊᑐᖏᑦᑕᐅᓴᐅᓕᖅᓴᒃ ᐊᑐᖏᑦᑕᐅᓴᐅᓕᖅᓴᒃ ᐃᓕᓴᕐᓂᖅᑕᐅᖏᑦᑕᐅᓛᓕᕐᓂᐊᓂᒃ
ᐊᑐᖏᑦᑕᐅᓴᐅᓕᖅᓴᒃ ᐃᓕᓴᕐᓂᖅᑕᐅᖏᑦᑕᐅᓛᓕᕐᓂᐊᓂᒃ ᐃᓕᓴᕐᓂᖅᐸᒃᓯ

ᐃᓕᓴᐃᔨᓐᓂᒃ

TEACHING STAFF



ᐃᓕᓴᐃᑉᐳᓪᓚᑦ

ᐊᒥᓱᓄᖓᑦ ᐊᓕᒪᓗ
ᐊᓪᓚᖅᓴᓄᖓᑦ
ᐃᓕᓴᐃᓐᓴᑦ

1980-81-ᒥ, ᓄᓇᕗᑦ ᐃᓕᓐᓄᐊᕐᓴᕐᔪᑎᖅᑎᑦ 71-ᖅᓯᓪᓚ ᐃᓕᓴᐃᓐᓴᖅᑲᑦᓴᒪᑕ 738-ᓂᒃ, 624-ᒥᐅᖅᑎᑦ ᐱᓕᕆᓐᒥᓕᐅᔪᓴᓗᑎᒃ ᓄᓇᕗᑦ ᓴᕐᕿᒪᖅᑎᓂᓪᓕ ᐊᓕᒪᓗ ᖃᓄᐃᓗᖓᓗ ᓴᓪᓚᕐᓇᓕᖅᑐᑦ ᐊᐅᓚᕐᓗᑎᒃ ᐃᓕᓴᐃᓐᓴᖅᑲᑦᓴᒪᓗᑎᒃ 114-ᓂᒃ. ᓴᕐᓴᒪᔪᓗ ᐃᓕᓴᐃᓐᓴᓪᓕ ᐃᑲᔪᖅᑎᑎᐅᓂᒃ ᐱᓕᕆᓐᓴᖅᑲᑦᓴᒪᓕᖅᑐᒃᓴᑦ 140-ᓂᒃ. ᓄᓇᕗᑦᓴᒥ 7-ᖅᔪᒪᑕ ᐃᓕᓴᐃᓐᓴᕐᓴᕐᔪᖅᓴᖅᑐᑦ, ᐃᓕᓴᐃᓐᓴᖅᑲᑦᓴᒪᓗᑎᒃᓗ 146-ᓂᒃ ᑲᑎᖅᓗᒥᑦ. ᐱᖅᓴᕐᓂᒃ ᐃᓕᓴᐃᓐᓴᖅᑲᑦᓴᕐᔪᖅᑐᒃ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓴᖅᑲᑦᓴᕐᓗᓂᒃ ᔪᓐᑦ 10-12-ᒥᒃ. ᑕᐃᒪᓕ ᐊᒥᓱᓂᖅᓴᒪᓕᑦ ᐃᓕᓴᐃᓐᓴᐃᓐᑦ (592-ᖅᔪᑦ 738-ᓂᑦ) ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓴᖅᑲᑦᓴᕐᓗᓂᑦ ᓄᓇᓵᑦ ᐃᓕᓐᓄᐊᕐᓴᐃᖅᑲᓂ. ᐊᓕᒪᓗ ᐊᒥᓱᓂᖅᓴᒪᓕᑦ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᓐᓴᑦ ᐃᑲᓴᖅᑎᑎᒃ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓴᖅᑲᑦᓴᕐᓗᓂᒃ ᐃᓕᓐᓄᐊᕐᓴᓕᖅᑲᑦᓴᕐᓗᓂᑦ ᔪᓐᑦ 3-ᔪᑦ ᑎᑭᓴᓗᔪ, ᓴᑲᓴᓵᖅᔪᓂᑎᑦᓴᑦ ᐅᓴᑲᐅᕐᔪᒃᓂᓂᒃ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓴᖅᑲᑦᓴᕐᓗᓂᒃ.

ᓄᓇᕗᑦᓴᒥ ᐃᓕᓴᐃᓐᓴᐅᔪᑦ ᓇᓴᐃᐅᑉᑯᑲᒪᔾᔪᑎᖅᑲᑦᓴᑲᑦᓴᕐᓂᑦ ᐃᓕᓐᓄᐊᑦᐅᓴᓂᒥᖅᓂᑦ ᐊᒥᓗ ᐃᓕᓐᓄᐊᑦᐅᓴᑲᓗᔪᓂᒃ ᒪᓴᖅᓯᓂᒃ ᐅᑭᐅᕐᔪᒃ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᓴᓂᒃ. ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᐳᐅᔪᓂᒃ 4->ᓴᖅᑲᓇᐃᑦ ᑕᒪᑐᒥᖅᓱᒪ ᐱᓕᒪᔾᔪᑦ. ᐊᒥᓗ 77->ᓴᖅᑲᐅᑉᓯᓂᒃ ᓇᓴᐃᐅᑉᑯᑲᒪᓂᒃ ᐃᓕᓐᓄᐊᑦᐅᓴᑲᓂᒥᖅᓂᑦ ᐊᒥᓗ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᓴᓂᒃ ᐃᓕᓐᓄᐊᑦᐅᓴᑲᓗᓴᓗᑎᒃ ᐅᑭᐅᓂᒃ ᑕᒪᓕᓂᒃ, ᑕᒪᓐᓇ ᑲᓇᑕᐅᓂᑦ ᐊᑐᖅᑕᐅᓴᑲᑦᓴᒪᓕᖅᑐᑦ.

ᐅᑭᐅᖅᑕᕐᑐᑎᓪᓗᒥᒃᓴᒪᓕᕆᓕᒪ ᐅᑭᐅᓂᒃ ᐊᒥᓱᓂᒃ ᐊᒥᓗ ᑕᒪᒃᑯᐊᓂᖅᓴᑲᓗᓴᓗᑎᒃ ᐊᒥᓗ ᖃᓄᐃᓗᖓᓗᓴᑲᓗᓴᓗᑎᒃ ᐊᒥᓗ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᓴᓂᒃ ᐃᓕᓐᓄᐊᑦᐅᓴᑲᓗᓴᓗᑎᒃ ᐅᑭᐅᓂᒃ ᑕᒫᓂᖅᓱᒪ, PINE POINT-ᒥ.

ᐃᓕᓴᐃᓐᓴᓂᒃ 738-ᖅᔪᓂᒃ 43-ᖅᔪᑦ ᓄᓇᕗᑦ ᐃᓕᓴᐃᓐᓴᕐᓗᓂᒃ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᓴᓂᒃ. ᒪᒃᑯᐊ 43-ᖅᔪᑦ ᐅᑭᐅᖅᑕᕐᑐᑎᓪᓗᒥ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᓴᓂᒃ ᐃᓕᓐᓄᐊᕐᓴᖅᑎᑦᓴᕐᓂᐳᓕᕆᓐᓴᖅᑐᒃᓴᑦ.

ᐅᑭᐅᖅᑕᕐᑐᑎᓪᓗᒥ
ᖃᐅᔨᒪᓂᖅᑲᑦᓴᓕᕆᓐᓂᖅᓂᒃ
ᐃᓕᓴᐃᓐᓴᖅᑲᑦᓴᑕᖅᓂᖅ

1980-81-ᒥ ᓇᓴᐃᐅᑉᑯᑲᒪᖅᑲᑦᓴᑲᓗᓴᓗᑎᒃ ᐃᓕᓴᐃᓐᓴᖅᑲᑦᓴᕐᓗᓂᒃ 7-ᓂᒃ ᐃᓕᓐᓄᐊᕐᓴᐃᖅᓂᓪᓕ, ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᓴᑲᑦᓴᕐᓗᓂᑦ ᐊᓕᒪᓗᑎᒃᓂᓕ ᒪᒃᑯᐊ ᐱᓕᕆᓐᒥᓕᐅᔪᓴᓗᑎᒃ ᑲᒪᒋᐅᓴᑲᑦᓴᕐᓗᓂᒃ ᐃᓕᓴᐅᕐᔪᒃᓂᓕ. ᓄᓇᓖᓂᓪᓕ ᐃᓕᓐᓄᐊᕐᓴᐃᖅᑐᓗᓂᓴᓂᒃ ᑲᒪᒋᐅᓴᑲᓗᓴᓗᑎᒃ ᐃᓕᓴᐅᕐᔪᒃᓂᓕ.

Teaching Staff

I have long experience in the north, and I have had some of the most rewarding and some of the most frustrating moments of my life here. Public Hearing, Pine Point.

NUMBERS AND QUALIFICATIONS OF STAFF

In 1980-81, the 71 schools in the Northwest Territories employed 738 teachers, of whom the Government of the Northwest Territories employed 624 and the two school boards in Yellowknife employed 114. The government also employed about 140 classroom assistants. There are seven high schools in the Northwest Territories, and they have a combined teaching staff of 146. Only three other teachers have primary responsibilities for Grades 10 to 12. Most of these teachers, therefore, (592 out of 738) teach in elementary schools and junior high schools. Most of the classroom assistants work in the lower grades, usually K-3, as Native-language instructors.

The Northwest Territories requires, as a minimum qualification for certification as a teacher, Junior Matriculation, plus two years of teacher training. Less than 4 percent of these teachers had only this minimum qualification. More than 77 percent of them had Junior Matriculation, plus five years of teacher training, which is the basic standard for certification in most of Canada.

Only 43 of these 738 teachers are graduates of the Northwest Territories' Teacher Education Programs. In other words, only 43 of them had been especially trained to teach in a northern school.

DIFFERENTIATED STAFFING, NORTHERN STYLE

Seven persons were employed during 1980-81 in schools under a northern version of differentiated staffing, a system that, as practised elsewhere, brings into the classroom, under the supervision of a teacher, uncertified persons who have expertise of some sort. Local education authorities employed these seven persons because they had expertise in one of the Native cultures and languages. In effect, the regular teaching staff was reduced, one or two local persons were appointed in their place, and they were paid from funds allocated for teaching. Education

ᐃᓕᓴᐃᓚᐅᔪᓂ

ᒪᑲᑯᓂᖅᓱᒃ ᐱᓕᕆᓚᖓᑕᒫᑦᓴᑲᑦᑐᖅᓯᓕ ᒪᑲᑯᑦᐊ
ᐱᓕᕆᓚᖓᑕᒫᑦᓴᑲᑦᑐᖅᓯᓕ ᖃᐅᔨᒪᓂᖅᖃᓂᖅᓱᓂᕐᓂᓕ
ᖃᐅᓴᓐᓇᓱᓐᓂᕐᓂᕐᓄᑦ ᐃᓕᓴᕐᑯᓂᕐᓂᓕᓄ ᐊᒻᒪᓗ ᐅᖃᐅᔨᓂᕐᓂᓕᓄ.
ᑕᒪᓐᓇ ᐊᑐᖅᑕᐅᑎᖅᓴᒍᑎᓐᓄᑦ ᐃᓕᓴᕐᓂᐊᕐᓇᖅᑐᑦ
ᐊᒥᓲᓐᓂᕐᓂᓕᐊᖅᑕᐅᓕᐅᖅᓯᖅᓴᖅ, ᐃᓐᓇᓂᖅᑕᐅᓴᓕᑎᓄᑦ
ᓄᓕᓵᓂᒥᐅᓂᑦ ᐊᒻᒪᓗ ᒪᒃᑯᐊ ᐃᓐᓇᓂᖅᓯᓪᓚᑦ
ᐊᑭᓕᖅᓯᖅᑕᐅᓴᓕᑎᓄᑦ ᑭᓐᐅᐅᓂᑦ ᐃᓕᓐᓂᐊᖅᑎᓯᓂᓴᑦ
ᐊᑐᖅᑕᐅᓪᓚᕆᓂᑦ. ᓄᓕᓵᓂ ᐃᓕᓐᓂᐊᖅᑐᑎᓂᓴᑦ ᑲᑎᒪᔨᐅᓪᓚᑦ
ᐱᓕᕆᔨᒪᓕᐅᑎᔨᑦ ᐃᓕᖅᑯᓯᓯᑐᖅᓱᓂᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓯᓯᐅᕆᓂᓄᑦ.

1981-ᓵᔪᑎᓕᔪ, ᓯᑕᒪᓯᐅᓵᒃᓂᓄᑦ ᑲᑎᒪᑎᓕᔪᓕᕐᓂᑦ, ᐅᑭᐅᖅᑯᑦ,
ᒪᓕᒪᓕᐅᖅᑲᓕᑦ ᐊᑐᓕᑯᓯᓕᐅᖅᓯᒪᓵᒪᑦᑕ ᑕᒪᓐᓇ
ᐱᓕᕆᔨᒪᓕᑦᑕᓂᖅᓴᖅ ᓇᓪᓇᐃᐅᑯᑕᖅᓵᓵᑦᑎᓐᓂᐅᓄᑦ ᐃᓕᓴᐃᓚᐅᓂᐅᓄᑦ
ᓄᖅᑲᑯᓴᑯᓪᓚᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᐃᐊᖅᓂ
ᖃᐅᔨᒪᓕᓚᐅᖅᖃᓕᑦᑕᓂᖅᓴᖅᓄᑦ ᖃᐅᐃᑯᓂᐅᓚᕐᓗᒍᖃᓕᑦᑕᖅᑐᑦ
ᐊᑐᓯᓵᔪᑎᐊᖅᑕᐅᑯᓯᓪᓚᑦ. ᒪᓐᓇ ᐊᑐᓕᑯᓂᐅᓚᕐᓗᒍᖃᓕᑦᑕᖅᓯᒪᓕᕐᓂᖅ,
ᓯᓕ ᐊᑐᓕᖅᑎᑕᐅᓯᒪᓵᑦᑎᓕᑦᑕᖅᓄᑦ ᒪᓕᒪᓕᐅᖅᑲᓕᑦ ᐊᐅᓕᓯᓚᓵᑦᑎᓐᓄᑦ
ᑲᑎᒪᓗᕆᓵᑦᑎᑕ ᓯᓕ ᐅᖅᑲᐅᓯᓂᐊᖅᓴᒪᑦ.

ᑭᓴᔪᓕᕐᓗᒃ ᐅᖅᑲᖅᓂᐊᖅᓱᔪᑦ ᐅᑭᐅᖅᑕᖅᑕᐅᑐᒥ ᐃᓕᓐᓂᐊᖅᑐᔪᑦ
ᐃᓕᓴᐃᓚᐅᖅᑲᖏᖅᓴᓕᑕ ᖃᐅᔨᒪᓕᓯᐊᖅᑕᐅᔨᓂᓄᑦ,
ᑐᑭᓯᐅᒪᓕᓯᐊᖅᑕᐅᔨᓂᓗᓐᓄ ᐅᖅᑲᐅᓯᑐᖅᑲᖅᓂᓄ ᐃᓕᖅᑯᓯᓯᐅᕆᓂᖅᓴᓗᓐᓄ.
ᒪᓐᓇ ᓄᓕᓵᓂᐊᖅᑐ ᐃᓕᓴᐃᓚᐅᓵᖅᓂᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᓯᖏᖅᑲᖅᑕᖅᑐᔪᑦ
ᐃᓕᓐᓂᐊᖅᑎᓂᓯᓯᐊᕐᓇᓂᓕᖅᑐᑦ ᐊᑐᔪᓂᖅᓱᒪᓚᓵᓂᐊᖅᓴᒪᑦ
ᐃᓕᓐᓂᐊᖅᑐᑦᓚᓂᓂᕐᑦ ᓄᓕᓵᓂᐊᖅᑦ.
ᖃᐅᔨᒪᓂᔪᓂᓚᐅᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᑦᓚᓂᐅᔪᑦ ᒥᐅᓱᓄᑦ ᐊᒻᒪᓗ
ᐃᓕᓐᓂᐊᖅᑎᓂᓯᓱᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᕐᓇᓄᑦ
ᐃᓕᓐᓂᐊᖅᑎᓂᓯᓯᐅᒪᓂᐅᓚᕐᓗᒍᓄᑦ ᐃᓕᓐᓂᐊᖅᐃᓕᓴᕐᓂᑦ ᒪᓇᐅᔨᓕᕐᓂᖅ
ᐃᓕᓐᓂᐊᖅᐃᓕᓴᕐᔪᓄᑦ ᐊᒻᒪᓗ ᐃᓕᓐᓂᐊᖅᐸᑕᐅᓕᐅᖅᑐᓄᑦ
ᖃᐅᔨᒪᓂᔪᓂᑕᐅᓂᕐᓇᑦ ᓄᖅᑲᑯᓂᕐᓂᒪᑐᐃᓐᓇᕐᓇᒪᑦ.
ᐅᑭᐅᖅᑯᓂᓂᕐᓂᒪᔭᑦ ᐊᓯᐊᔪᖅ, ᖃᐅᔨᒪᓂᑯᓂᕐᓂᒪᒪᓪᑕ
ᖃᐅᔨᒪᓂᓚᐅᖅᑐᔪᓄᑦ ᐱᑯᓂᕐᓂᒪᓚᐅᖅᑐᔪᓄᑦ ᑕᒪᑲᑎᐊ
ᐊᑐᑎᓂᑲᓂᐊᕐᔪᐃᓐᓇᖅᑐᑦ ᐊᓯᐅᑭᓄᑲᓐᓂᕐᓂᖅ
ᐃᓕᓐᓂᐊᖅᐸᑕᐅᓕᐅᖅᑐᓄᑦ, ᐃᓕᓐᓂᐊᖅᐸᑕᐅᓄᐊᕐᓗᐊᑐᖅᑕ
ᐃᓕᓐᓂᐊᖅᑎᓂᓯᐊᕐᓂᖅᓴᖅᓂᑦ ᐊᓯᐊᓄᑲᓐᓂᕐᓂᖅ ᒪᓐᓇᐅᔨᓕᕐᓂᖅ
ᐃᓕᓐᓂᐊᖅᑎᓂᓯᓯᐅᒪᓂᐅᓚᕐᓗᒍᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓂᓯᓯᐅᕆᓂᓄᑦ
ᐃᓕᓐᓂᐊᖅᑎᓂᓯᓂᕐᓂᒪᑦ ᐃᓄᐃᑦ ᓄᓕᓵᕐᓂᓂ,
ᐊᑭᓕᐅᑕᒪᓕᓴᐃᓚᓗᐊᖅᓯᒪᓕᖅ ᑕᒪᑲᑎᓄᑦᓱᒃ ᐃᓕᓐᓂᐊᖅᑎᓂᓯᓯᐅᕆᓂᖅ

authorities also appoint local persons to serve as cultural-inclusion instructors to teach traditional skills.

In 1981, during the 4th (Winter) Session, the Legislative Assembly recommended that this practice of differentiated staffing be discontinued and proposed instead to increase resources for the schools. This recommendation, which has not yet been implemented, is still before the Executive Committee.

We have concluded that the children of northern Canada need skilled, sympathetic, professional teachers who understand their language and culture. The ability of the Northwest Territories' Teacher Education Programs to produce such teachers is of critical importance to the educational system proposed in this report.

Our review and our conclusions about the education and training of teachers for our schools have not been restricted to existing models and programs. On the contrary, we have analyzed the knowledge, skills, and attitudes that we consider to be necessary for the competent planning, delivery, and evaluation of education programs, whether they occur within our schools or outside them. We consider that our educational services require a teacher-training program that is based on the recruitment of persons who are particularly well suited to the many challenges of teaching in a northern environment, the orientation and in-service training of all school personnel to meet these challenges, and the provision of programs to train classroom assistants and to train teachers how to teach English as a second language to Native students.

Every aspect of teacher training must be intimately involved with the development of new curricula and programs for our schools.

Evidence presented at our hearings confirmed the continued existence of defects and deficiencies in our programs of teacher training that have been remarked upon for decades.

> *School is taught by outsiders who have never seen our community before arriving here to teach, who have had no formal orientation, and who for the most part know very little about the Native culture.* Public Hearing, Fort Good Hope.

Teaching Staff

ᐃᑲᓪᓕᐅᑦᑎᐊᓕᒃᑐᓂᒃ ᐃᓕᓴᕆᓂᐊᑭᑕᐅᓴᖅᑐᓂᒃ ᐊᒻᒪᓗ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓪᓚᕐᓗᑕ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐅᓂᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓪᓚᕐᓇᖅᑐᓯᓗᑕ ᖃᐅᖅᑐᓄᓐᓇᐅᕐᓂᐅᓂᒃ ᖃᐅᖅᑐᓄᓐᓂᒃ.

ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓐᓂᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᖅᑲᕐᓂᒪᑕ ᓄᓇᕗᑦᓂᒃ
ᑕᑯᓕᐅᖅᑲᓪᓚᒪᓕᕆᓂᒪᓕᕆᓂᖅᓱᓂᒃ, ᖃᐅᐅᓕᕆᐊᖅᑎᑕᐅᓕᐅᖅᑲᓪᓚᒪᓇᓂᒃᓗ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓂᕆᓇᖅᓴᖅᑲᑦᓂᒃ ᖃᐅᖅᑐᓄᓐᓂᒃᓴᐅᓕᑦᓴᓐ ᓄᓇᖅᓯᓂᒃᓂ,
ᐊᒻᒪᓗ ᐱᓗᐊᖅᑐᑦᓂᒃ ᖃᐅᐅᓕᓪᓚᕐᓂᑎᐊᖅᑐᓂᒃᓂᓐᓂᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓐᓂᒃ ᖃᐅᖅᑐᓄᓐᓂᒃᓴᐅᓕᑦᓴᓐᓄᓕᒃ. ᑲᑎᒪᑎᓕᓗᓕᒃ,
FORT GOOD HOPE-ᒥ

ᑕᒪᐃᓂᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓪᓚᕐᓇᑕᐅᓇᓕᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐅᓂᒃ
ᒪᓕᒥᐊᖅᖃᖅᓴᓕᒃ ᓄᕿᓐᓄᑦᓴᓕᓂᒃ ᐊᖏᖅᑲᑎᑕᐅᓕᕆᓂᒪᓕᕆᓂᖅᓱᓂᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᑎᓂᒃᓂᒃ ᐃᓕᓴᕆᓂᐊᖅᓯᐊᖅᑎᓪᓂᒃ.

ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐅᓂᒃᓂᒃ ᐊᑐᓕᖅᑯᐅᕐᓇᓕᖅᑐᖅ 25

ᐊᐃᒃᑐᓴᖅᓯᒪᓕᕆᓂ ᐃᓕᓴᕆᓂᐊᖅᑐᓴᖅᓂᓕᒫᓂᒃ ᑲᑎᒪᓐᓂᒃ
ᐅᕙᑲᑲᑎᖅᑲᑲᑕᖅᓴᓂᒃ ᓄᓇᓕᖓᓂ ᐃᓕᓴᕆᓂᐊᖅᑐᓴᖅᓂᓕᒫᓂᒃ
ᑲᑎᒪᓐᓇᐅᓪᓚᕆᓂᒃ ᑲᓇᐃᔾᔨᓂᐊᖅᑐᓂᒃ ᐃᓕᓵᕆᓂᐊᖅᓯᐊᖅᑎᓪᓂᒃ
ᐃᓕᓯᒪᓕᖅᓴᓪᓚᕆᓂᒃ.

ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐅᓂᒃ ᑕᐃᒪᓐᓇᖅᑐᖅᓴᓕᒃ ᑕᒪᓐᓇ ᓴᖅᑭᑭᓯᐅᓇᖅᑕᖅᓴᒪᓕᒃ
ᐊᓱᓴᓇᓂᐅᓕᖅᑐᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓂᒥᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐊᖅᑎᓪᓂᒃ.
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐊᖅᑎᓪᓂᐊᕐᓂᒃ ᖃᐅᖅᑐᓄᓐᓂᒃ ᓄᓇᖅᓯᓂᒃᑭᖅᑐᓕᒃ ᐃᓄᐃᓕ
ᓄᓇᖅᓯᓐᓄᓕ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐊᖅᑎᓪᓂᖅᑐᖅᓴᖅᑐᖅᓂᒃ ᖃᐅᐅᓕᕆᐊᖅᑎᑕᐅᓕᐅᖅᑲᓪᓚᒪᓇᓂᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓂᒥᒃ ᐃᓄᐃᓕ ᓄᓇᖅᓯᓂᒃ, ᐊᒻᒪᓗ ᖃᐅᖅᑐᓄᓐᓂᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓂᒥᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐅᓂᒃᓂᒃ, ᐃᓄᐃᓕ ᓄᓇᖅᓯᓂᒃ, ᐊᒻᒪᓗ ᖃᐅᖅᑐᓄᓐᓂᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓂᒥᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐅᓂᒃᓂᒃ, ᐊᒻᒪᓗ ᖃᐅᖅᑐᓄᓐᓂᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᓂᒥᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐊᖅᑎᓪᓂᒃ,
ᑐᑭᓯᐅᒪᓕᕆᓂᖅᓱᓂᒃᓂᒃ ᐅᖃᐅᐅᓕᖅᑐᓂᒃ ᖃᐅᖅᑐᓄᓐᓂᒃᓴᐅᓕᑦᓴᓐᓄᓕᒃ,
ᐊᒻᒪᓗ ᐱᓕᕆᓂᖅᑎᖅᑲᓪᓚᒪᓇᓂᒃ ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐊᖅᑎᓪᓂᒃ
ᐃᑲᓪᓕᐅᖅᑐᓄᓐᓂᒃᓂᒃ. ᑕᒪᑯᐊᒃ ᐊᑐᓕᖅᑯᐅᕐᓇᓕᖅᑐᖅᓴᒪᓕᒃ
ᐃᓕᓴᕆᓂᐊᖅᑎᖅᓯᐊᖅᑎᓪᓂᖅᓱᓂᒃ ᐊᑐᓕᖅᑯᐅᕐᓇᓕᖅᑐᖅᓴᖅᑐᖅᓂᒃ, ᐃᓕᐅᑎᓕᓕᓐᓄᑦᓴᓕᒃ
ᐊᑐᓕᒐᓴᓂᐊᖅᑎᓪᓂᒃ ᐊᑐᓕᓴᕆᓂᐊᖅᓯᐊᖅᑎᓪᓂᒃ.

New teachers from southern Canada continue to arrive in northern Canada with no knowledge of the history of northern education, no training in cross-cultural education, no training in the teaching of English as a second language, no understanding of the importance of instruction in the Native tongue and of bilingual education, and no experience with classroom assistants. To correct these and other defects in our educational system, we present a number of policy recommendations.

TEACHERS RECOMMENDATION 25

Recruitment and selection of teachers and principals shall be the responsibility of the divisional boards of education in consultation with the local education authorities.

Recruitment and selection of teachers is the responsibility of the divisional board, but local education authorities must participate fully in establishing the criteria for recruitment and in selecting teachers for their schools.

COMMUNITIES TO INTERVIEW PROSPECTIVE TEACHERS

Education authority members should be involved in the selection and recruitment of teachers. *Public Hearing, Coral Harbour.*

It is important that the communities support the teaching staff and be involved in the selection of teachers. *Public Hearing, Fort Resolution.*

We strongly recommend that candidates should be brought into a community before contracts are offered to them and that representatives of the community should participate in interviewing the candidates.

Candidates for a position will, in this way, gain some impression of the situation in which they will be working, and they themselves may decide against accepting the offer of a teaching position.

Upon appointment, the teacher becomes an employee of the divisional board, and it is responsible for establishing the conditions of appointments, such as leave, arrangements for professional development and for the evaluation of performance, and the assignment of supervisory duties. We suggest, however, that salaries, allowances, general benefits (such as housing and assistance for vacation

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Teaching Staff

travel) for the time being should be negotiated on the basis of an agreement that covers all ten divisional boards.

TEACHERS RECOMMENDATION 26

A teacher-orientation program shall be established immediately; participation in it shall be a condition of a teacher's employment.

A teacher in the Northwest Territories must often have to accept and to adapt to unfamiliar physical conditions, of which the long, cold, dark winter is only the most obvious. The teacher must be able to work with persons of a different culture and to teach children whose first language is not English. Parents who have not themselves attended school may have unrealistic expectations of the educational system and its staff. The teacher may even encounter antagonism from persons who believe that schools are intended to destroy Native culture. The new teacher must be aware of — but not afraid of — these possibilities. An effective orientation program must provide new teachers with information that will help them to understand their situation.

I feel that there is a need for the upgrading of teachers in the field. We are working in a unique and challenging situation, and yet have little opportunity to gain the skills necessary to make ourselves more effective. *Public Hearing, Arctic Bay.*

The orientation program should also introduce new teachers to the programs and materials that are used in schools in the Northwest Territories, and it should help them to understand their divisional board's philosophy of curriculum development. The program must explain clearly to new teachers the priorities that have been established for their schools, the degree of involvement with school and community that is expected of teachers, and what resources are available for their use.

We must improve at once the process of teacher selection. When the divisional boards have been established and take over this responsibility, they will need assistance in recruit-

ᐃᓕᓴᐃᓕᐅᑉᐳᓪᓕᖅ ᐃᓕᓴᐃᓕᓴᕐᓇᓚᐊᖅᑲᖅᑕᖅᓯᖅ ᐃᓕᖅᑯᔪᓚᐅᑉᐳᓪᓕᐊᓕᖅ
ᐊᓯᐊᔪᑦ ᐃᓕᖅᑯᔪᖅᑲᖅᑐᑎᖅ ᐊᒻᒪᓗ
ᐅᖅᑲᐅᓯᖅᑲᖅᑎᑎᕐᓯᒋᑕᒋᓂᖅ. ᐊᐃᒪᓕᖅᑲᖅᑭᑦᔪᑦᓯᓕᖅ
ᐃᓕᓴᓚᐊᓕᐅᖅᑯᓯᒪᕐᓯᒋᑐᓗ ᐃᓯᒪᓕᖅᑐᑲᓴᐅᓗᖅ
ᐊᑐᑎᖅᑲᖅᓴᖅᓯᓯᐅᖅᑎᓂᖅ ᐊᑐᑎᖅᑲᖅᑭᐸᑎᓕᖅᑎᓯᓗᖅ
ᐃᓕᓐᓂᐊᕐᓂᖅᓯᔪᓕ ᐃᓕᓴᐃᓕᐅᓂᓗ. ᐃᓕᓴᐃᓕᐅᑦᑐᓐᓂᖅᓯ
ᐅᖅᑲᐅᖅᑲᖅᑕᑐᑐᐃᓐᓇᓚᐊᖅᑲᖅᑕᖅᓯᓕ ᐃᓐᓂᓐᓂᖅ ᐃᓯᒪᓕᓐᓂᖅ
ᐃᓕᓴᐃᓂᖅ ᓯᔾᐃᓂᑐᐃᓐᓇᐅᑉᒪᑦᓯᓕ ᐃᓕᓴᖅᑯᔪᑐᖅᑎᓐᓂᖅ.
ᐃᓕᓴᐃᕐᓂᑦᔪᐃᓚᕐᓂᖅᑕᑦ ᐊᑐᑎᖅᑲᖅᑭᐸᑎᓕᖅᑎᓯᓗᖅ
--- ᑭᓯᐊᓂ ᑲᓴᐱᐊᓯᐊᖅᑲᖅᑲᓕᓪᓚᕐᓂ ---
ᑕᐃᒪᓐᓇᐃᓐᓂᖅᑲᑐᐃᓐᓇᓚᐊᖅᑲᖅᓴᖅᒪᓕᓐ. ᓄᓇᓵᓂ ᐃᓕᓴᖅᑯᔪᓯᒪᓕᓐᓂᖅ
ᐃᓕᓴᓐᓂᐊᑭᑎᓇᖅᑐᖅᓯᖅ ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅ
ᑐᓴᐅᒪᑎᓕᓯᖅᑲᖅᑕᑦᓴᖅᑲᖅᓯᖅ ᐃᑲᓴᓂᓂᖅᑲᖅᓴᓐᓄᓐᓂᖅ ᐃᓕᓴᐃᓕᐅᓂᖅ
ᓄᓇᓵᓂᓐᓂᖅ ᐃᓕᓴᐃᖅᑲᖅᑐᑎᓐᓂᖅ.

ᐃᓕᒪᐅᓵᓐᓚᓕ ᐃᓕᓴᐃᓕᓐᓂᖅ ᐃᓕᓴᓴᖅᑕᐅᐅᓚᐊᖅᑲᖅᓂᖅᓚᓐᓂᖅ.
ᐱᓕᓚᐊᓚᐅᖅᓯᓕ ᐊᐅᓯᑭᓐᓇᖅᓯᓕ, ᐊᒻᒪᓗ
ᐱᓕᓚᖅᑲᑎᖅᑲᓂᓚᓇᐅᖅᑕᖅᓯᓕ ᐅᖅᑲᑭᐅᒪᕐᓯᐊᑭᓐᓇᓵᕐᒪᒪᓕ
ᐅᖅᑲᑭᓐᓇᕐᓂᐊᕐᓇᖅᑲᓂᐅᖅᑲᐊᖅᑎᓯᓗᑕ
ᐊᑐᑎᖅᑲᖅᓴᓂᐊᖅᑲᖅᑐᑦᓂ. ᑲᑎᒪᑎᓯᓗᓂᖅ, ᐃᐅᐱᐊᖅᓯᕐᒥ

ᓄᓇᓵᓂᓐ ᐃᓕᖅᑯᔪᓯᒪᓕᓐᓂᖅ ᐃᓕᓴᓂᐊᑭᑎᓇᖅᑲᖅᓯᓕ
ᖅᑲᐅᓴᑎᕐᓂᕐᓚᓇᐊᖅᑲᖅᑎᓂᖅᓚᓐᓂᖅ ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅ
ᐃᓕᓴᐃᓂᓚᓂᓂᐊᖅᑲᖅᑕᖅᓯᓐᓂᖅ ᐃᓕᓴᐃᓕᓴᑭᑎᖅ ᐊᑐᖅᓂᐊᖅᑲᖅᑕᖅᓯᓐᓂᖅ
ᓄᓇᓵᓂᓐᓂᖅ, ᐊᒻᒪᓗ ᑐᑭᓯᐅᒪᑎᑕᐅᓇᖅᑲᓂᓐᓂᖅ
ᖅᑲᓄᐃᓕᖅᑲᓂᓚᓇᖅᓯᓐᓂᖅ ᐊᐃᐅᑐᖅᑲᓕᓪᓚᕐᓂ ᐃᓕᓴᓂᐊᖅᑲᖅᑐᓕᓚᓂᖅᓯᒪᓕ
ᑲᑎᒪᓐᓂᖅ. ᐃᓕᓴᓂᐊᖅᑲᖅᑎᑕᐅᑎᓂᖅᑕ
ᑐᑭᓯᐅᒪᑎᑕᐅᖅᓯᐊᓚᐊᖅᑲᖅᑐᖅᑕ ᓯᑦᓕᐅᑎᑕᐅᓇᖅᑲᓚᐊᓕᖅᓂᖅ
ᐃᓕᓴᓂᐊᖅᑲᖅᑎᖅᓯᓕᓐᓂᖅ, ᑐᑭᓯᐅᒪᓇᖅᑲᖅᑕᕐᓂᖅᓯᒪᓕ
ᐱᓕᓚᖅᑲᑎᖅᑲᖅᑭᖅᑲᖅᓯᓂᖅᑲ ᐃᓕᓴᓂᐊᖅᑲᖅᑎᓂᖅᓯᒪᓕ ᓯᓚᐅᖅ
ᐊᑐᑭᓐᓇᖅᑲᖅᒪᑦᑎᑦᑕ ᐃᓕᖅᑯᔪᑭᓐᓂᖅ.

ᐃᓕᖅᑯᔪᐃᓕᖅᑕᖅᓯᓐᓂᖅ ᐅᖅᑲᑭᓯᐊᖅᑲᓂᓚᐊᖅᑲᖅᑐᖅᑕ.
ᐊᐃᐅᑐᖅᑲᓯᒪᓕᓐ ᐃᓕᓴᐃᓕᓴᐅᑐᑎᓂᖅᓯᒪᓕ ᑲᑎᒪᓐᓇᑦᑕᖅᑲᓕᖅᑐᖅ
ᑕᒪᑐᑦᓯᒪ ᑲᒪᑎᓕᖅᑲᓕᖅᑐᑦ, ᐃᑲᓕᖅᑕᐅᓂᖅᑲᖅᑕᖅᓯᐊᖅᑲᖅᑐᖅᑕ
ᓄᓇᕗᒻ ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᓯᒪᓕᓐᓂᖅᑐᖅ ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᓯᒪᓕᓐᓂᖅᑐᖅ.
ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᓯᒪᓕᓐᓂᖅᑐᖅ ᓄᓇᓵᓂ ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᓯᒪᓕᓐᓂᖅᑐᖅ.
ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᓯᒪᓕᓐᓂᖅᑐᖅ ᐊᒻᒪᓗ ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᓯᒪᓕᓐᓂᖅᑐᖅ
ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᓯᒪᓕᓐᓂᖅᑐᖅ. ᒪᓐᓇᒧᓐᓇᖅᑐᖅ
ᐊᑐᖅᑕᐅᓂᖅᑲᖅᑕᖅᓯᐊᖅᑲᖅᑐᖅᑕ, ᐃᓕᓴᐃᓕᐅᓐᓄᓐᓂᖅᑐᖅ

ing, then choosing, good candidates. The Centres for Learning and Teaching will eventually take over the orientation program as part of a larger scheme of in-service and professional development associated with teacher training. As an interim measure, we suggest that the Department of Education should contract with some commercial organization that has experience in the recruitment and orientation of persons to work in a multi-cultural setting.

The first priority for a program of teacher training in the Northwest Territories must be to train more northern residents to teach in its schools, a goal that will do much to improve the teaching of Native languages and to implement bilingual programs of education.

There must be incentives to Inuit teachers to enter the profession. Training must be more attractive; support services must be available. *Public Hearing, Pelly Bay.*

Many fluent speakers of Native languages have already gained teaching experience as classroom assistants or as instructors in a Native language. These valuable persons must be used effectively and well. We strongly endorse the idea that Native-language speakers who now work in the schools should be encouraged to continue their education and training to become certified teachers.

There is a major need for trained Inuit teachers. *Public Hearing, Coppermine.*

TEACHERS RECOMMENDATION 27

Teacher-training programs shall be integrated with curriculum development and offered in the communities.

We recommend that the Centres for Learning and Teaching should coordinate all aspects of teacher training, including the programs now based at Fort Smith and Frobisher Bay, and integrate them into flexible, field-based programs along with the development of new curricula. In this way, educators will participate fully in teacher-orientation programs, assist with training programs for teachers and associate teachers, and run in-

Teaching Staff

ᑲᓐᑐᕆᓂᓪᓗᓂᑐᒃ ᐱᓕᕐᓂᒃᑕᒃᐃᓐᓇᕋᓱᒃᓴᓕᕐᓂᖅᑐᒃᓴᓕᕐᓂᖅᑐᒃ
ᐃᓕᓴᐃᓂᒃᑕᕐᓂᕐᕋᒃ ᐊᒻᒪᓗ ᐅᓇᓕᐅᔪᓂᑦ
ᐃᓕᓐᓂᐊᕐᓂᑲᑎᑕᐅᓂᕐᒥᓂᓂᒃ ᐃᓕᓴᐃᓂᒃᑕᒃᓴᕐᒪᔪᓕᑦ.

ᐃᓄᐃᑦ ᐃᓕᓴᐃᓂᐅᔪᑦ ᐃᓕᓴᐃᓂᐅᓂᕐᒥᒃ
ᐊᐅᓱᒃᑎᑎᕐᒪᖅᓂᕐᓴᓴᐅᑎᑕᐅᓴᖅᓚᐊᕐᒪᖅᓴᒪᒡᑕ. ᐃᓕᓴᐃᓂᒃᑕ
ᐃᓕᓐᓂᐊᕐᒪᖅᑕᕐᓂᐊᕐᒪᖅᑕᓯᒥᑦ ᐃᓕᓐᓂᐊᑭᒥᓇᓕᓐᓄᒃ;
ᐃᒃᓴᔪᖅᑎᖅᑕᒪᓐᓇᓕᓱᐊᕐᓂᔭᓐᓄᓕᒃ. ᑲᑎᒪᑎᓕᓴᒥᑦ ᐊᕐᕕᓕᓴᔪᐊᕐᒥ

ᐃᓄᓯᓂᒃ ᐃᓕᓴᐃᓂᒃᑕᒡᓗᐊᕐᓂᖅᒪᓗᒃᓴᑦ. ᑲᑎᒪᑎᓕᓴᒥᑦ, ᖃᐅᔪᓂᖅᑐᑦ

ᓄᓇᕗᐊᕐᒥ ᐃᓕᓴᐃᓂᒃᓴᓂᒃ ᐃᓕᓴᐃᓂᕐᖅ ᖃᖅᔪᓂᓐᓇᓯᒪᓕᕐᓂᑐᑎᒃ
ᓱᓕᔨᐅᑎᑎᕐᓂᔪᓚᐊᕐᓂᖅᓂᖅᓴᑦ, ᑕᒪᓐᓇ ᐊᑦᑎᓂᐅᑕᐅᓇᓱᒃᓴᖅᓂᖅ
ᐃᒃᔾᔨᑎᓂᖅᓴᓕᕐᓂᐊᕐᔪᓂᓂᕐᔪᓐᓇᒃ ᐃᓕᓴᐃᓂᕐᒥᒃ ᖃᖅᔪᓂᓐᓇᓯᒪᓕᕐᓂᑐᑎᒃ,
ᓴᓐᓯᓂᓂᖅᓴᔾᔪᓂᕐᓂᒃᑕᐅᓕᖅᔪᓂᑎᓐᓇᒃ ᖃᖅᔪᓂᓐᓇᓯᒪᓕᕐᓂᑐᑎᒃ
ᐃᓕᓴᐃᓂᕐᒥᒃ. ᐊᒥᓱᒪᓚᑦ ᐃᓕᓴᐃᓂᐅᓂ ᐃᓄᒃᑎᑐᓂ
ᐃᓅᖅᑭᓂᖅᑎᑐᓂ ᐅᓂᖅᑭᓐᓇᓕᓴᖅᑐᑦ ᐃᒃᓴᓕᕐᓂᖅᑐᑦᓚᒡᑕ
ᐊᒻᒪᓗ ᖃᖅᔪᓂᓐᓇᓯᒪᓕᕐᓂᑐᑎᒃᑐᓂᒃ ᐊᒻᒪᓗ ᐱᓕᕐᓂᐊᕐᓂᖅᓄᑦ.
ᐃᓕᓴᐃᓂᒃᑕᒥᒃ ᐊᒥᓱᓕᓚᑦ ᐃᓕᓴᐃᓂᐅᓂ ᐃᓄᒃᑎᑐᓂ
ᐃᓅᖅᑭᓂᖅᑎᑐᓂ ᐅᓂᖅᑭᓐᓇᓕᓴᖅᑐᑦ ᐃᒃᓴᓕᕐᓂᖅᑐᑦᓚᒡᑕ
ᐊᒻᒪᓗ ᖃᖅᔪᓂᓐᓇᓯᒪᓕᕐᓂᑐᑎᒃᑐᓂᒃ ᐊᒻᒪᓗ ᐃᓕᓴᐃᓂᐅᓂᕐᒥᒃ.
ᐃᒃᐱᒋᐅᓂᖅᓴᒪᓚᒃᒃᓄᐊᓚᐅᔪᑦ ᐃᓕᓴᐃᓂᐅᓂ ᐱᓕᕐᓂᒃ
ᖃᖅᔪᓂᓐᓇᓯᒪᓕᕐᓂᑐᑎᒃᑐᓂᒃ ᐅᓂᖅᑭᓐᓇᓕᓴᖅᑐᑦ
ᐃᓕᓴᐊᓚᐅᒃᓄᓐᓂᓐᓇᓕᖅᑕᓕᓴᑦᓂᓕᒃ ᐃᓕᓴᐃᓂᓕᓚᐅᓕᓴᑦᓂᓕᒃ.

ᐃᓕᓴᐃᓂᓐᓄᒃ ᐊᑐᓕᓴᐅᔾᔪᓕᖅᓴᒃ 27

ᐃᓕᓴᐃᓂᒃᑕ ᐃᓕᓐᓂᐊᕐᒪᖅᑕᐅᓯᒪᓕᒃ ᐃᓕᐅᑎᑕᐅᔾᔪᓚᐊᕐᓂᖅᓴᖅᑐᑦ
ᐃᓕᓐᓂᐊᕐᒥᑕᐅᓴᖅᑕᓕᓴᓂᓕᑦ ᐊᒻᒪᓗ ᐅᓇᓕᓯᓂ ᐱᓗᐅᔾᔨᓇᓕᓐᓄᒃ

ᐃᓕᓐᓂᐊᕐᓂᓕᑦ ᐱᓕᕐᓇᐃᖅᓴᐃᓕ ᐱᓕᕐᓇᐃᐅᓕᓴᐃᓕᓐᓄᑦ ᐃᓕᓴᐃᓂᓕᑦ
ᑐᒃᓯᒪᔨᔾᔪᑎᒃᓴᑦ, ᐃᓕᐅᓴᖅᑕᐅᑎᑎᓂᓕᓐᓄᑦ FORT SMITH-ᒥ
ᐊᒻᒪᓗ ᐃᓴᖅᑲᓯᓂ ᐃᓕᓴᐃᓂᕐᖅᓴᓂᒃ ᐃᓕᓴᕐᓇᐃᓯᓂᒃ
ᑕᐃᒪᓐᓇᐃᑎᑐᒃ, ᐋᖅᑭᐅᓕᕐᒪᒪᔨᓕᓐᓄᒃ ᓄᑖᒥᑦᑎᒃ ᐃᓕᓴᐃᓂᐅᓕᒃ
ᒥᑦᓯᓂᒃ ᐋᖅᑭᐅᓱᐊᓕᕐᓂᑕᒃ ᐊᑐᑎᓂᐊᕐᓂᖅᑕᓕᓴᐃᓂᓯᓂᒃ ᑕᐃᒪᓐᓇ
ᐋᖅᑭᐅᓱᒪᔭᑕ ᐃᓕᓴᐃᓂᖅᑐ ᐃᓕᓴᐃᓂᐊᕐᓂᖅᑕᓕᓴᐃᓂᓕᓐᓄᒃ ᐃᓕᓴᐃᓂᖅᑐᑦᓚᒡᑕ
ᓄᓇᕗᒻᒥ ᐃᓕᓴᕐᑯᓂᓯᒪᓂᒃ, ᐃᓕᓴᐃᓂᖅᑐᓗ
ᐃᒃᓴᔪᖅᑎᖅᑕᓕᓴᐃᓂᐊᕐᓂᖅᓴᖅᑐᒃ ᐋᖅᑭᐅᓱᒪᓚᐅᑦᑐᑦᓯᒪᓕᕐᒥᓂᒃ
ᐃᓕᓴᐃᓂᕐᓴᕐᓇᐃᓕᓐᓄᒃ, ᐊᒻᒪᓗ ᐃᓕᓴᐃᓂᐊᕐᓂᖅᓴᓕᖅᑐᒥ ᐃᓕᓴᐃᓂᖅᑐᑦᓚᒡᑕ
ᐃᓕᓐᓂᐊᕐᓂᖅᑕᐅᓴᖅᑕᓕᓴᐃᓂᓕᓐᓄᒃ. ᐃᓕᓴᐃᓂᐊᕐᓂᒃᓴᓂᒃ ᐃᓕᓴᕐᑕᐅᔾᔪᓕᕐᓂᖅᓴᖅ
ᐃᓕᐅᑎᓂᓕᓴᐃᓂᐊᕐᓂᖅᓴᖅᑐᑦ ᐃᓕᓴᐃᓂᐅᓂᕐᒥᒃ ᑕᒪᓐᓇᐃᓯᓂᒃ
ᐃᓕᓴᐊᓚᐅᖅᑕᖅᓴᐅᑎᓂᒃ ᐊᓯᔪᓐᓇᒃ ᐱᔭᕇᓂᖅᓴᖅᑐᑦ,

service programs for degree teachers. The teacher-training program here proposed must include training in techniques of child observation, in the basic approaches to special education, including individualized learning and remedial solutions, and in the development of new curricula and teaching materials.

To encourage the participation of persons who cannot readily leave their homes, these programs should be offered in the communities rather than at only one or two central locations.

To integrate the teacher-training programs with the other work of the Centres for Learning and Teaching, we propose that the directors of these centres be given responsibility for administration of the budgets for teacher training and curriculum development. The directors should establish and maintain links with other teacher-training institutions, they should recommend successful candidates to the Northwest Territories Teacher Education and Certification Board, and they should coordinate the work of the ten divisional boards in teacher training and curriculum development.

TEACHER-TRAINING PROGRAM TO BE ASSOCIATED WITH A UNIVERSITY

We recommend that the Department of Education continue the policy of seeking Canadian university recognition of the teacher-training programs in the Northwest Territories, which we hope may eventually form part of a northern university, perhaps retaining its autonomy as a college of education. We consider that a formal association with one or more Canadian universities will ensure the university's recognition of our teacher-training program and that it will encourage teachers to continue their university training.

We must strengthen the teacher-education program and find ways to allow teacher-education program graduates to advance to a university degree level. *Public Hearing, Gjoa Haven.*

Association with a university will enable the program to share more readily the results of recent research and new developments in education, and it should interest some of the university's professors and graduate students, who may be willing to serve as instructors in some of the program's courses.

ᐃᓕᐅᑎᕐᓂᓕᕆᓚᐅᑦ ᐃᓕᓴᐸᑎᐅᖏᓴᓂᐅᖅ ᖃᐅᓄᖅ ᑕᒪᐅᑯᐊ
ᐱᖓᑎᖃᖅᑐᑦ ᐃᑲᓴᖅᑕᐅᕐᓄᖅᓯᑦᓂᓗᓴᖅᑕᑦᑎᓕᖅᓂᖅ, ᑕᒪᐅᑯᐊ
ᐃᓕᓴᐃᓕᕐᓄᖏᓐᓇᑦ ᐊᑦᑯᓂᑕᐅᓂᕆᓚᐅᑦ ᑕᒫᖅᓯᒪ ᓄᓇᕗᒻᒥᑦ
ᐃᓕᓴᐅᑎᖏᓐᓇᒍᑦ ᐃᓕᐅᑎᕐᓂᕆᓂᕐᓚᑎᐅᑦ ᐃᓕᓴᐃᓕᕐᓄᖏᓐᓇᖅᓂᖅ
ᐊᑐᖃᖅᑕᑕᕐᓴᖅᑕᑦᑎᓕᖅᓂᖅ.

ᑕᒪᐅᑯᐊ ᐊᑦᑎᓵᕆᔨᓂᑦ ᖃᓪᓚᐃᓂᖅᑐᖅ ᐊᓕᕐᑐᑦ ᐃᑲᓕᐹᒪᓵᕐᓂᑦ,
ᓄᓇᓕᔨᓂ ᐃᓕᓴᐃᖅᑕᑕᐹᓵᖅᑐᓄᐅᓚᓗᒍᑦ,
ᐃᓕᓴᐃᑐᐃᓵᔨᓂᓚᑎᐅᑦ ᐊᑕᐅᓯᓕᒥ ᓄᓇᒥ ᐅᓴᕐᓗᓂᓐᓂᑦ
ᒪᓕᒃᑐᑐᐃᓵᐅᔨᓂᓚᑎᐅᑦ ᐃᓕᓴᐃᓇᖅᐳᕐᑐᑦ
ᐃᓕᓴᐃᓐᓄᓐᓇᔭᓄᓴᕐᓄᓕᓂᖅ.

ᑕᒪᓐᓇ ᐃᓕᓴᐃᓐᓂᓕᑦ ᐃᓕᓐᓂᐊᑦᓂᖅᑐᖅ ᐱᓕᕆᖅᑲᑕᐅᓂᖅᑲᖅᑯᓪᓗᒍ,
ᐊᑐᓕᑯᓐᓂᔭᒍᑦ ᑲᒪᒋᔭᖅᑲᖅᑲᖅᑕᑦᑯᓚᒋᓪᓗᒍᑦ ᐃᓗᒪᑕᐅᔪᓕ ᒪᐅᑯᓂ
ᐱᓕᕆᔨᐊᖅᓴᐅᔪᓕ ᐃᓕᓴᐅᓂᖅᑐᑦᓯᒪᔪᓂ, ᑭᓇᐅᔭᓂᖅ ᐊᑐᓕᓗᑯᐅᔾᔨᓂ
ᐊᑐᖅᑕᐅᓂᐊᖅᑐᓂᖅ ᐃᓕᓴᐃᓕᖅᑐᑦᑕ ᐊᒻᒪᓗ ᐃᓕᓴᐃᓐᓄᓐᓇᖅᓂᖅ
ᐊᑦᑯᐹᓄᓗᐃᓕᖅᑐᑦᑕ. ᐃᓗᒪᑕᐅᔪᓕ ᐊᑲᐅᓇᔭᖅᑲᖅᓴᖅ
ᐊᑦᑯᐹᓄᓗᔪᓇᖅᑐᑦᑕ ᑐᓴᖅᑲᑕᐅᑎᓂᓕᒥᓂᖅ ᐊᓗᑎᒥᓇᓂᓐ
ᐃᓕᓴᐅᓕᐅᔾᔨᑐᓂᖅ, ᐊᒻᒪᓗ ᐅᖅᑲᖅᑲᑕᕐᓴᖅᑲᖅᑲᖅᑕᑦ
ᐊᔪᓇᒥᓇᓇᔭᖅᑐᑐᓂᖅ ᐃᓕᓴᐃᓐᓄᓐᓇᖅᓂᖅ ᐃᓕᓴᐅᑎᐅᒪᔪᓂᖅ
ᒪᓕᒃᑐᑐᐃᓵᐅᔨᓂᖅ ᐅᖅᑲᖅᑲᖅᑕᑦᑎᓕᖅᓂᖅ ᐊᒻᒪᓗ
ᐊᑦᑯᐹᓄᓗᔪᓇᖅᑕᐅᓂᖅᓯᓇᓐᓂᖅ ᐃᓕᓴᐃᓇᑎᑦᓂᖅ.

ᐃᓕᓴᐃᓐᓂᓕᑦ ᐃᓕᓴᖅᑕᐅᓂᐅᕐᓄᑦᑐᖅ
ᐊᑦᑯᐹᐅᒪᔪᓂᐊᖅᓯᑦᓂᓚᑎᐅᖅᑲᖅᑕᑦ ᐊᒻᒪᓗ ᐃᓕᓴᐃᓐᓂᓕᑦ
ᐃᓕᓴᐅᓂᖅᓴᒪᔪᓂᑦ ᐃᓕᐅᑎᓐᓇᓕᐊᑦᓂᓚᑎᐅᖅᑲᖅᑕᑦᑐᓕᖅᑕᑦ ᓕᓕᑐᑐᖅᓴᖅᓯᓇᓐᓂᖅ.
ᑲᑎᒪᑎᓕᔪᓂᑦ ᐅᖅᑲᓕᔪᖅᑐᓂᖅ

ᐃᓕᓴᐸᑎᐅᖏᓴᓂᐅᖅᑐᑦ ᐃᓕᓴᐃᖅᑕᐅᓂᐅᕐᓄᑦᑐᖅ ᐊᑐᐊᒪᑦᑎᓕᖅᓂᖅ ᒪᓕᓪᓚᑎᐅᖅ ᑭᐹᓐᓇᓕᐊᑦᓂᖅᑐᑦ
ᐃᓕᓴᐃᓐᓄᓐᓇᖅᓂᖅᑐᑦᑕ ᐱᓕᕆᓂ- ᐅᓇᓕᖅᑐᑦ, ᐊᑐᖅᑕᐅᓂᐅᕐᓄᑦᑐᖅ ᐃᓕᓴᐃᓐᓂᓕᑦ
ᖃᓄᖅᑐᖅᑕᐅᔪᓂᑦ ᐃᓕᓴᐃᓐᓄᓐᓇᖅᑐᑎᓪᓗᒍᑦ ᐊᑐᖅᑕᐅᓂᐅᕐᓄᑦᑐᖅ ᐃᓕᓴᐃᓐᓂᓕᑦ ᐃᓗᒪᑦᓂ ᖃᐅᔨᓴᖅᑐᑦ
ᓄᓇᕗᒻᒥᑦ ᐃᓕᓴᐃᓐᓄᓐᓇᖅᑐᑎᓪᓗᒍᑦ ᐃᓗᒪᑦᓂ ᐃᓗᒪᑦᓂ ᐃᓕᓴᐃᓐᓂᓕᑦ ᐃᓗᒪᑦᓂ ᖃᐅᔨᓴᖅᑐᑦ

Teaching Staff

ᓄᓕᑐᖃᖅᓴᐅᒃᓱᓄᓐ ᐃᓕᓴᕆᐊᖃᓐᓂᕐᒪᓗᑎᒃ. ᑕᐃᒪᓐᓇᓗ ᐅᖃᖅᖃᑎᖃᖅᖃᑦᑕᖅᐸᑦ ᐃᓕᓴᖅᓴᐅᕐᓂᓐ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᑎᓂᓵᒥ ᐱᓪᓕᓕᐊᓂᕆᓐᓂᐅᒃ ᑐᓴᐅᒪᓕᓐᓄᐊᖅᑐᓂᖃᖅᖃᖅᑕᕐᓴᖅᓯᑎᒃ, ᐊᒻᒪᓗ ᐃᓕᓴᐅᕐᓂᓂᐸ ᐊᖅᐅᐅᖅᓴᓂᖃᖅᖃᖅᑕᕐᓴᖅᓯᑎᒃ ᐃᓕᓴᖅᑕᒥᕆᓂᐅᒃ ᐊᒻᒪᓗ ᐃᓕᓴᓂᐅᒃᑐᓂ ᐃᓐᓇᒪᓪᓕᓕᐊᓂᖃᖅᖃᖅᑕᕐᓴᖅᓯᑎᒃᓄᐊᖅᑐᓂ ᐃᓕᓴᖅᑕᐅᓴᓂᐅᒃᖁᒪᒋᑦᑐᒃ ᐃᓕᓴᐃᓕᐅᕐᓂᓐ ᑕᐃᒪᓐᓇᐃᓕᓐᓂᒃ ᑕᐃᒪᓐᓇᐃᓐᓇᕐᓂᖅ.

ᐃᓕᓴᖅᓱᓂ ᐃᓕᓴᐃᓕᒫᖅᓄᓕᐊᖅᖃᖅᑎᑦᑎᓂ ᐃᓄᐅᑎᓂᓂ ᐅᖃᖅᐳᓐᓇᖃᖅᖃᖅᑐᓂᐅ. ᐅᖃᖅᐅᓐᓇᖃᖅᖃᖅᑐᑐᒍᖃᖅᓂᐅ ᐃᓕᓴᖅᓴᐅᕐᓂᓂᐸ ᐅᖃᖅᐅᓐᓇᖃᖅᖃᖅᑎᓪᓗᑎᒃ ᑕᐃᒪᓐᓇᐃᓐᓇᕐᓂᖅᓴᓕᒃ. ᑲᑎᒪᓂᓕᕆᓂ ᑕᓪᓕᐊᓕᕆᓂ

ᐃᓕᓴᖅᓴᐅᒃ ᐊᑐᓕᓴᐃᓕᒫᖅᓄᓕᐊᖅᖃᖅᑎᑦᑎᓂᓂ ᐃᓕᓴᐃᓕᒫᖅᓄᓕᐊᖅᖃᖅᑎᑦᑎᓂᓂ 28

ᓄᓇᕗᑦ ᖃᐅᔨᓴᓇᓐᓂᕐᒪᑦᑐᓂᒃ ᐅᖃᖅᐅᓐᓇᓱᒪᓐᓇᖅᑐᒃ ᐊᑐᓕᓴᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᑎᓂᓵᓐᓇᕐᓂᒃ ᐃᓕᓴᐃᓕᒫᖅᓄᓕᐊᖅᖃᖅᑎᑦᑎᓂᓂ ᐅᖃᖅᐅᓐᓇᖃᖅᖃᖅᑐᑐᒍᖃᖅᓂᐅᒃ ᐅᖃᖅᐅᓐᓇᓐᓇᕐᓂᖅ ᐃᓕᓐᓂᐊᖅᑐᑦᑐᑎᓂᓵᓐᓇᕐᓂᒃ ᐊᒻᒪᓗ ᔪᓚᑦ 1-ᒥᓗ 2-ᒥᓗ.

ᐃᓄᐃᑦ ᖃᐅᔨᓴᓇᓐᓂᕐᒪᑦᑐᑎᓂᓂᒃ ᐃᓕᓴᐅᓕᓐᓄᐊᖅᖃᖅᑐᒃᑐᓂ ᖃᐅᔨᓕᓐᓄᐊᑦᓴᒃᑲᓂᒃ, ᐃᓕᓴᐃᓐᓇᖃᖅᖃᖅᑐᑐᒍᖃᖅᓂᐅᒃ ᐊᒥᓱᓂᕐᒪᑦᑐᑎᓂᓵᓐᓇᕐᓂᒃ. ᒪᓐᓇᐅᓕᕐᓂᒃ ᐃᓕᓴᖅᓴᐅᒃᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂ ᐃᓕᓴᖅᓴᐅᕐᓂᓂᐸ ᐅᖃᖅᐅᓐᓇᖃᖅᖃᖅᑐᑐᒍᖃᖅᓂᐅᒃ, ᐊᒻᒪᓗ ᐊᓐᓄᐊᕐᓗᒍᐅᓕᕆᓂᐅᒃ ᐃᓕᓴᖅᓴᐅᕐᓂᓂᐸ ᐱᓕᕆᔨᒪᓂᖅᓴᓕᒃ. ᒪᓐᓇᐅᓕᕐᓂᒃ ᐃᓕᓴᖅᓴᐅᒃᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂ 140 ᐅᓪᓚᒋᔭᖅᓂᒪᓕᕐᓴᒃᓂᒃ, ᐃᓕᓪᓕᓂ ᐊᑦᑕᒍᓂᐅᒃ 10-ᓂᐅᒃ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂᓂᒃ, ᐊᒻᒪᓗ ᑕᒪᑦᑎᓴᖅᐅᒃ ᐃᓕᓴᖅᓴᐅᒃᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂᓂ ᑕᒪᑐᓂᓪᓚᕆᐊᖅᑐᑦ ᐃᓕᓴᐃᓐᓇᖃᖅᖃᖅᑐᑐᒍᖃᖅᓂᐅᒃ ᐊᓕᓐᓄᐊᖅᑐᑦᑐᑎᓂᓵᓐᓇᕐᓂᒃᓄᓇᕗᑦᑐᓂᒃ ᐃᓕᓴᖅᓴᐅᕐᓂᓂᐸ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂᓂᒃ, ᐃᓕᓴᖅᑕᐅᓴᓂᐅᒃᖁᒪᒋᑦᑐᒃᓄᓇᕗᑦᑐᓂᒃ ᐃᓕᓴᐃᓕᐅᕐᓂᓂᐸ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂᓂᒃ, ᑕᒪᑐᓂᓪᓚᕆᐊᖅᑐᑦ ᐃᓕᓴᐃᓐᓇᖃᖅᖃᖅᑐᑐᒍᖃᖅᓂᐅᒃ ᐃᓕᓴᖅᓴᐅᕐᓂᓂᐸ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂᓂᒃ ᐃᓕᓴᖅᑕᐅᓴᓂᐅᒃᖁᒪᒋᑦᑐᒃᓄᓇᕗᑦᑐᓂᒃ ᐃᓕᓴᐃᓕᐅᕐᓂᓂᐸ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂᓂᒃ ᐃᓕᓴᖅᓴᐅᕐᓂᓂᐸ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂᓂᒃ ᐃᓕᓴᐃᓐᓇᖃᖅᖃᖅᑐᑐᒍᖃᖅᓂᐅᒃ ᐃᓕᓴᖅᓴᐅᕐᓂᓂᐸ ᐃᓄᐃᑦᑐᖃᖅᑐᒃᑐᓂ

ᑕᐃᒪᓕᑕᐅᑦᑐᖅ ᐃᓕᓴᐃᓐᓇᖅᓴᐃᓕ ᐃᓕᓴᖅᑕᐅᖅᑲᓂᖅᑕᕐᓗᑦᑐᖅᓯᓕ ᓄᓇᓗ ᖃᐅᔨᓴᖅᑕᐅᓕᕆᓯᓗᓂᖅ ᐱᓕᕐᐊᓗᓐᓗᒥᓂᖅ ᐃᓕᓴᖅᑎᓯᓗᑦ, ᑲᑎᒪᑎᓯᓗᑦ ᐃᓐᓴᖅᓂᖅ.

ᐃᓕᓴᐃᓐᓇᓕᒃ ᐊᑐᓕᕆᔨᐅᓪᓚᖅ 29

ᐃᓕᓴᐃᓐᓇᓕᒃ ᐃᑲᔪᖅᑎᑐᓪᓚᑦᑐᖅ ᐃᑲᔪᖅᓯᖅᑕᐅᖅᑕᕆᓂᐊᓕᖅᑐᖅ ᐃᓕᓴᐃᓐᓇᒪᓕᕐᑐᓕᕆᔨᐅᑎᓗᒃ.

ᐃᓕᓴᐃᓐᓇᓕᒃ ᐃᑲᔪᖅᑎᑐᓪᓚᖅ ᐃᓕᓴᐃᓂᓕᓪᓕᐅᑦᑎᓕᒃ ᓱᖅᑲᑭᓕᐊᖅᑕᐅᓂᐊᖅᑐᖅᓴᒃ. ᑭᐅᔭᒥᐊᓕ ᐱᓕᓪᔪᓚᔪᓕ ᐃᓕᓴᕆᕕᐊᓕ ᖃᐅᔨᓴᖅᑕᐅᓕᕆᔨᐅᑎᓗᒃᑐᖅᓴᒃ ᐃᓕᓴᐃᓐᓇᒪᓕᕐᑐᓕᕆᔨᐅᑎᓗᒃᑐᖅᓴᒃ ᐃᓕᓴᐃᓐᓇᖅᑐᓕᕆᔨᐅᑎᓗᒃᑐᖅᓴᒃ ᐊᒻᒪᓗ ᐅᓇᓱᓐᓂᒃ ᐃᓕᓴᐃᓐᓇᖅᑐᓕᕆᔨᐅᑎᓗᒃᑐᖅᓴ

Teaching Staff

ᐃᓕᓴᕐᓂᒧᑦ ᐱᓕᕆᖏᑐᒃᓴᓂᐊᖅᑐᒃᑐᑦ ᑎᓕᓗᓂᐊᖅᑐᒃᓴᑦ
ᐃᓕᓴᐃᔨᓂᐊᖅᑎᑐᒃ ᓇᓗᓇᐃᒃᓯᑕᒃᑲᒪᔨᐅᓇᖅᑐᒃᑐᓂᒃ ᐃᓄᐃᑦ
ᓄᓇᖏᓐᓂ ᑕᒪᒃᓯᐊ ᐃᑲᔪᖅᑕᐅᓯᔪᓐᓇᑦ ᐃᓕᓴᐃᔨᐅᑲᐅᔪᖅ
ᐃᓕᓴᖅᑲᓪᓚᑦ. ᐃᓕᓴᕐᓗᓂ ᐃᓕᓴᐃᔨᐅᑲᐅᓂᒧᑦ
ᐃᓕᓐᓂᐊᕐᓇᓂᑐᖅᑐᒃ ᐃᓕᓴᐃᔨᒪᓕᐅᔨᕐᓗᖅᑐᒃ
ᐃᓕᓴᖅᓯᒪᓂᖏᓐᓄᓕᒃ ᒪᓕᒃᓗᑎᒃ ᐊᑭᓕᖅᑐᖅᑕᐅᓇᖅᓯᓂ
ᐋᒪᓗ ᐃᓕᓴᐃᔨᓕᓕᒫᓂᒋᐅᑎᒃ ᓇᓗᓇᐃᔪᑕᒃᓯᔪᓐᓇᑦ.

ᐃᓕᓴᖅᑕᐅᓂᐅᓇᖅᑐᖅᑐᒃ ᐊᑐᑎᖅᓴᒪᓕᐅᒃᑐᒍᓗᐊᖅᑐᒃ
ᓄᓇᕐᓂᐊᖅᑎᐅᑦᓂᓐ, ᑭᓕᓂᑦᑕᐅᖅᑐᒃ ᒎᔪᔪ
ᑐᑭᓕᐅᒪᖅᐅᑦᓴᓂᓕᒃ.

. ᖃᓄᖅᓱᓇᐅᑐᓂᐊᖅᑐᒃ ᓄᓇᕐᓂᐊᖅᑎᒥ ᓄᓇᖃᓄᐃᓕᖅᑲᖅᑐᒃ
ᐃᓕᓴᐃᔨᐅᑦᖃᖅᑕᒪᒡᒪᒃ. ᑕᐃᒪᓐᓴᓂᒃ ᐊᖅᓴᒍᔪᓂᒃ ᖃᔪᓂᒃ
ᐃᓕᓴᐃᔨᐅᑲᐅᓂᒧᑦ ᐃᓕᓴᕐᓂᐅᕐᓂᒃ ᖃᓄᖅᓱᓇᓕᐊᓂᒃ
ᐃᓕᓐᓂᒃᑐᖅᖃᓄᓕᓴᖅᒪᒡᒪ ᑕᒪᓇ ᐊᖅᑲᐳᐅᐅᒪᓕᖅᓯᐅᑕᐅᑦᓴᕐᓗᒡᒪᓕᖅ,
ᐋᒪᓗ ᓇᖅᓴᑦᓯᒃ ᐃᓕᓐᓂᒃᓯᓗᒪᕐᓂ ᐃᓕᓴᐃᔨᐅᓂᒧᑦ
ᐃᓕᓴᐃᔨᐅᕐᓂᓇᓂᖅᓯᓗᑎᒃ.

. ᖃᓄᖅᓗᓇᓂ ᓄᓇᖏᓐᓂ ᐃᓕᓴᐃᔨᐅᑦᓴᖅᑐᒃᑐᖅᑐᒃᓯᒪᓕᒡᒪᒃ
ᐊᒥᓱᓂᖅᑲᓕᒫᐅᖅᑐᒃᓴᓕᒡᒪᒃ. ᐃᓕᓴᐃᓂᓕᖅᑐᑦᓯᒃᑎᓕ ᐊᑕᐅᓯᖅᒥ
ᓄᓇᒥ ᐊᖅᑲᒍᔪᐃᓂ ᐱᓕᓱᓂᖅᓴᓕᒡᒪᒃ. ᐊᖅᑲᒍᔪᒥ ᐊᑕᐅᓯᖅᒥ
ᐃᓕᓴᐃᔨᓂ ᐊᓯᖏᓐᓇᖅᓂᓕᖅᑐᑦᓯᒃᑎᓕ 13 ᐅᓕᓯᓗᖅᑲᓕᒡᒪᒃ
ᐃᓕᓴᐃᔨᓯᖅᑐᒃᑐᒃᑐᒃ ᐃᓕᓴᐃᔨᐅᓐᓄᓐ ᐃᓯᒪᒡᒪᓯᖅᑲᓕᒡᒪᒃᑐᒃᓗᑎᒃ
ᐊᐱᐅᓂᖅᓯᒪᓕᕐᓂ.

. ᑕᒪᓇ ᐊᒥᓱᓐᓇᖅᑐᒃᓂᐅᒃ ᐊᓯᓕᑦᓂᐅᒃ ᐃᓕᓴᐃᔨᓯᓂᐅᕐᓂᖅᑐᒃ
ᐃᓕᓴᐃᓂᓕᒫᒃ ᐃᓯᓐᓂᕐᑕᐅᓕᖅᑐᒡᒪᒃᑐᒡᒪᒃ ᐃᓕᓴᐃᔪᕐᓗᓐᓂᒃ
ᐃᓕᓴᐃᖅᓯᓂᕐᓂᓕᕆᓂᖅᓴᓕᒡᒪᒃ ᐅᓕᓯᓗᒃᓂᒃ ᐃᓕᓴᐃᔨᓂᒃ
ᐃᓕᒪᖅᐅᓱᓐᓂᕐᓂᐅᑎᓪᓗᒍᓂᒃᑐᒃᓗᑎᒃ ᓄᓇᖅᓴᒃᑲᓂᓐᓂᒃ ᐃᓕᓴᕐᓇᓕᒃᓂᒃ
ᐊᓯᐊᓂᓕᕆᔨᓄᓐᓇᖅᓴᓕᒡᒪᒃᑐᒃᓗᑎᒃ.

ᐃᓚᐊᓕᓯᔪᓐᓇᖅᑐᒃᓂᐅᒃ ᓄᓇᓕᓕᒃᓂ ᐃᓕᓴᐃᔨᒃᓴᓕᖅ
ᐃᓕᓴᒃᑯᓕᖅᓴᓕᒡᒪᒃ. ᑲᑎᒪᑎᓕᓚᓂᑦ, ᓴᓕᓴᕐᒥ

ᐊᑐᐊᒪᐃᓕ ᐊᓯᐊᓂᕐᔪᓴᒃᑕᐅᓴᒃᑲᓕᓴᒪᓕ ᐃᓕᓴᐃᔨᒃᓴᓂ ᓄᒃᓴᓕ
ᑎᑭᒃᓕᕐᒪᓕ, ᑕᒪᓇ ᐊᖅᑲᐳᐅᓕᕐᓂᐅᔪᓐᓇᖅᑕᐅᓴᒃᑲᓕᓴᒪᓕ ᓄᓇᓕᕐᓂ
ᐃᓕᓐᓂᐊᖅᑲᒃᑐᓕᕆᔨᓄᓕ ᑲᑎᒪᑎᓕᓚᓂᑦ, FORT
RESOLUTION-ᒥ

ᐃᓕᓴᐃᔨᓄᓕ ᐃᑲᔪᖅᑎᑐᒃᑲᐅᔪᓐ ᓄᖅᑲᑭᒪᔪᓐ
ᐃᓕᓴᕆᐊᖅᑲᓐᓂᕐᑭᓕᑐᖅᑐᒃ ᐃᓕᓴᕆᐊᖅᑲᓐᓂᐊᖅᑲᓐᓂᕐᑭᓕᓕᒃ ᑭᓯᐊᓂ
ᐱᓕᕆᔨᖅᑎᖅᑲᐃᓐᓇᐊᖅᑲᖅᑐᒃᑐᒃ ᐃᓕᓴᐃᔨᓕᕆᓕᐅᔪᓐᓇᖅᑐᒃᓂᒃ.

Associate teachers and teacher interns who speak Dene and Inuktitut should be trained to assist instructors of in-service courses and to give courses themselves under the supervision of senior instructors. We believe that by this means we can quickly secure post-graduate support for persons involved in teacher-training programs, support that will enable them to continue their education and, in time, to assume full responsibility for courses in teacher training.

ᐃᓕᓴᐃᔾᔨᔪᑦ

ᐊᑐᐊᒪᖅᑲᓇᐊᖅᑲᓐᓂᖅ ᐃᓕᓴᐃᔾᔨᐅᓕᖅᑎᖅᑐᑦ
ᐃᑲᔪᖅᑎᖅᑲᓇᐊᖅᑲᑯᔪᑦ ᐃᓕᓴᐃᔾᔨᓂᑦ ᐃᑲᔪᖅᑎᐅᓕᖅᑐᑦ
ᐊᑯᓂ ᐃᑲᔪᖅᑎᐅᔪᒪᔪᓂᑲ ᖃᑲᐅᔾᒪᕐᓂᐊᖅᑐᑦ
ᐃᓕᖅᑯᑯᓗᐅᔾᔨᔪᒥᑲ ᐃᓕᓴᕐᐸᐃᖅᑎᑦᓂ ᖃᑲᓪᓚᐃᖅᓯᒪᔨᑎᑐᑦ
ᐃᓕᖅᑯᑯᓗᕐᓂᖅ ᖃᑲᐅᔾᒪᕐᓂᐊᖅᓂᓗ. ᐃᓱᒪᖅᑲᒃ ᑕᒪᐃᓐᓇ
ᐃᓕᓴᐃᔾᔨᐅᓕᖅᑎᖅᑐᑦ ᐃᓕᓴᕆᐹᒃᓴᓂᑕᓴᖅᑲᖅᑐᑦ
ᐃᓕᓴᓂᐊᓕᖅᑎᓕᔾᔨᐅᓂᔾᔪᑎᒃ ᐃᓚᐃᓐᓇᑦ ᓚᐅᖅᑐᓂᑦ ᑕᒪᓐᓇ
ᐃᓕᓴᕆᐊᖅᑲᓂᔪᓂᑎᒃ ᒪᓕᒪᐅᑦᑐᓂ, ᐃᓱᒪᖅᑲᒃ
ᐃᓕᓴᕆᐊᖅᑲᓂᔪᓂᑎᒃ ᓴᓇᔨᓕᖅᑎᖅᑐᑦᑎᓐᓂᒃ ᐃᓕᓴᕆᐊᖅᑲᓂᔪᓂᑎᒃ.

ᐊᓕᓴᐃᔾᔨᓄᑦᔪᓕᖅᑎᖅᑐᑦ ᐃᓕᓴᕆᐹᒃᓴᓂᔪᓂᑎᒃ
ᐊᓕᓴᐃᔾᔨᓪᓕᐅᔾᔨᕆᐹᑦᑕᓴᖅᑲᖅᑐᓕᖅᑐᓂ. ᐃᓪᐃᔅᓴᓐᓂᒃᓯᒪᓂᒃ
ᐊᓕᓴᖅᔪᓂᒃ ᐃᓕᓴᐃᔾᔨᓄᑦᔪᓕᖅᑎᖅᑐᓂᒃ
ᓴᓪᓚᐃᔾᔨᓂᑦᑕᓴᖅᑲᖅᑐᑦ ᐃᓕᓴᓂᐊᓕᖅᑎᖅᑐᓂᒃ 30-ᓂᒃ
(30 CREDITS), ᑕᒪᓐᓇ ᐱᓕᕆᐊᒃᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐊᓕᓴᕆᐹᑦᑕᓴᖅᑲᖅᑐᑦ ᐊᑐᐃᓐᓇᓂᒃ ᒪᓴᐃᓐᓇᓂᒃ ᐅᑭᐅᐃᓐᓇᓕᓗ ᒪᓴᐃᓐᓇᓂᒃ
ᓄᓇᕐᓂᒃ ᐃᓕᓴᕆᐅᑦᑕᓴᖅᑲᖅᑐᑦ. ᐅᓴᓇᔨᓐᓂᒃ ᐃᓕᓴᕆᑐᐃᓐᓇᓕᖅᑐᓂᒃ
ᐊᓕᓴᐃᓐᓇᕐᓂᖅᑐᓂᒃ ᓇᓪᓚᐃᔾᔨᓂᑦᑕᓴᖅᑲᖅᑐᓕᕐᓗᑎᑦ
ᐊᓕᓴᕆᑭᒃᓴᖅ ᐊᑕᐅᓯᓕᕐᓂᖅ.
ᐊᓕᓴᐃᔾᔨᓪᓕᐅᔾᔨᓄᑦᔪᓂᒃ, ᐃᓕᓴᕆᐹᒃᓴᖅ
ᐅᑲᐅᔾᔨᓴᖅᑕᐅᔾᔨᑦᑕᓂᐊᕆᐹᒃᓴᖅ ᖃᑲᐅᔾᒪᕐᓂᐊᓕᕆᓇᖅᓯᒪᔨᑎᑦᑕ
ᐅᓴᓇᐅᔾᔨᕆᐹᑦᑕᓴᖅᑲᓕᕐᓗᑎᑦ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᐊᓕᓴᐃᔾᔨᓄᑦᔪᓕᖅᑎᖅᑐᑦ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᐊᓕᓴᕆᑭᒃᓴᖅ ᐊᑕᐅᓯᓕᕐᓂᖅ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᓄᓇᕐᓂᒃᑯᑦ ᐅᓴᓇᔨᓐᓂᒃ ᓯᓚᑦᑐᓂᒃ ᐃᓕᓴᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᐱᓕᕆᔨᓴᓂᑦ ᐅᑭᐅᐃᓐᓇᓂᒃ ᒪᓚᔪᓂᒃ ᓯᓚᑦᑐᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᕆᓂᐅᑭᒃᑐᓂᒃ ᐊᑕᐅᓯᓂᒃ ᒪᓚᔪᓂᒃ ᐃᓕᓴᕆᖃᑦᑕᓴᖅᑎᑦ ᐃᓱᒪᖅᑲᒃ
ᐊᑕᐅᓯᓂᒃ ᒪᓴᐃᓐᓇᓂᒃ ᐃᓕᓴᕆᓂᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ ᐃᓯᒪᔨᑎᑐᑦᓂᒃ.

ᐃᓯᒪᔾᔨᕐᓂᑦᑕᓴᖅᑲᓂᑦ ᑭᓯᐊᓂ ᑕᒪᓐᓇ ᓴᓇᖅᑲᓂᕐᓂᑦᑕᓴᖅᓂᕆᔨᓂᒃ
ᐃᓕᓴᐃᔾᔨᐊᕆᓚᐅᖅᑕᓴᖅᑲᖅᑐᑦ. ᐃᓕᓴᐃᔾᔨᓐᓂᓗ
ᐃᓕᓴᐃᔾᔨᓄᑦᔪᓕᖅᑎᖅᑐᑦ ᐃᓯᒪᔨᑎᑐᐊᕆᓚᐅᖅᑕᓴᖅᑲᖅᑐᑦ ᐃᓴᖅᑭᓕᖅᑐᓂᒃᑎᓐᓂᓗ
ᐃᓄᖅᑎᓐᓂᓗ ᑐᓴᐅᔾᔨᓂᑦ ᐃᓕᓴᕆᓚᐅᖅᑕᓴᖅᑲᖅᑐᑦ ᐃᓯᒪᔨᑎᑐᑦᓂᒃ
ᐃᓕᓴᐃᔾᔨᐅᓂᑦᑕ ᓄᓇᕐᓂᑦᑕᓴᖅᑲᖅᑐᑦ ᐃᓕᓴᕆᓂᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᐃᔾᔨᐅᓂᑦᑕ ᓄᓇᕐᓂᑦᑕᓴᖅᑲᖅᑐᑦ ᓯᓚᑦᑐᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᐃᔾᔨᐅᓂᑦᑕ ᓄᓇᕐᓂᑦᑕᓴᖅᑲᖅᑐᑦ ᓯᓚᑦᑐᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᐃᔾᔨᐅᓂᑦᑕ ᓄᓇᕐᓂᑦᑕᓴᖅᑲᖅᑐᑦ ᓯᓚᑦᑐᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᐃᔾᔨᐅᓂᑦᑕ ᓄᓇᕐᓂᑦᑕᓴᖅᑲᖅᑐᑦ ᓯᓚᑦᑐᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᐃᔾᔨᐅᓂᑦᑕ ᓄᓇᕐᓂᑦᑕᓴᖅᑲᖅᑐᑦ ᓯᓚᑦᑐᖅᑲᖅᓴᓇᓴᖅᑲᓕᕐᓗᑎᑦ
ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ ᐃᓕᓴᕆᓂᐊᕆᐹᒃᓴᖅᑲᓕᕐᓗᑎᑦ

ᐃᑲᓪᓕᐅᑎᓂᖅᓴᖅ ᐃᑲᓪᓕᐅᑎᓂᒃᑯᑦ

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ᐃᑲᓪᓕᐅᓂᖅᓯᒃ

ᖃᑲᓇᐅᔨᖅᑕᐅᕐᓗᑎᒃ ᖃᑲᓇᓐᓂ ᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃ ᐅᓪᓛᖅᑎᐅᕐᓗᑎᒃ ᐅᓪᓛᖅᑎᓂᒃ ᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃ. ᐅᓪᓛᖅᑎᓂᒃ ᓄᓇᓂᓐ ᑕᐅᑐᐊᕐᑲᖅᑕ ᑕᓯᔪᖅᑐᑎᓇᓄᑦ ᐊᒻᒪᓂ ᖃᑲᐅᔪᓕᕐᓇᓂ ᖃᑲᓇᐅᔨᑐᓇᑎᐅᕐᓗᑎᒃ. ᐊᒻᒪᓂ ᐊᓕᕐᓂᓄᑦ ᖃᑲᐅᔪᓴᐅᓪᓛᕐᓇᓂ ᖃᑲᓇᐅᔨᑐᓇᑎᐅᕐᓗᑎᒃ. ᑲᑎᒪᓂᓴᑲᑕᓪᓕᐅᖅᑕᕐᑎᓂᒃ, ᐃᓇᓄᑦ ᐊᒥᓱᓴᑎᐅᔨᓪᓗᒃ ᐅᖅᑲᖅᑕᓪᓕᐅᖅᓯᒪᔭᖅ ᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃ ᐊᓯᐅᑎᓂᒃ ᐃᓐᓇᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃ.

ᐃᓕᖅᑯᓯᖅᑲᖅᑐᒍᓗᐊᖅᓯᓄᑦ ᐃᓕᓴᕐᓂ ᐃᓯᒪᖅᑕᑕᖅᑐᒃᓴᐅᓂᐊᖅᓯᓄᑦ ᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃᓴᕐᓂᒃ ᐃᓕᖅᑯᓯᖅᑲᓂᓴᕐᓂᑦ ᐱᐅᓴᐅᓪᓴᕐᓂᐅᖅᑎᓕᒃ ᐅᓪᓛᖅᑎᓯᖅᓯᓄᑦ ᐱᓇᓴᖅ. ᐃᓄᐃᑦ ᑕᐃᒪ ᐃᓕᖅᑯᓯᖅᑲᖅᑐᒍᓗᐊᖅᓯᓄᑦ ᐱᐅᓴᐅᓪᓴᕐᓂᐅᖅᑎᓕᒃᑐᑦ ᐃᓐᓇᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃᓴᕐᓂᒃ ᐱᐅᓴᐅᓪᓴᕐᓂᐅᖅᑎᓕᒃᑐᑦ ᐃᓐᓇᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃᓴᕐᓂᒃ ᐊᒥᓱᓴᑎᐅᔨᓪᓗᒃ ᐃᓐᓇᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃᓴᕐᓂᒃ ᐃᓕᓴᕐᓂᐅᕐᓗᑎᒃᓴᕐᓂ

ᑐᖓᒐᓴᒥᐅᑦ ᐅᕙᓪᓕᐊᓂᒃ ᐊᐃᑎᕆᖏᓐᓄᐊᕐᕆᖏᓐᓄᑦᑐᒥᐅᑦ
ᐃᓕᓴᐅᓂᐊᑭᐅᓴᖅᓯᐊᓂᒍᑦ ᐅᕙᓪᓕᐊᓂᒃᓂᑦ ᑕᒪᐃᓴᐅᓂᐅᑦ ᑲᑎᒪᓂᒍᑦ
ᐃᓕᓴᐅᓂᐊᖏᓐᑕᐅᔭᓕᑎᓂᒃ.

ᒪᓴᐅᓇ ᐃᓚᐅᑯᑦ ᐃᓕᓴᐅᑎᑎᓵᐅᓪᓚᕆᐅᑦ ᑎᑎᕆᖏᓐᑕᐅᓕᕆᓚᖏᑦᑕᖏᓐᓄᑦᑐᒥᐅᑦ
ᑲᓴᑐᑐᒋᔭᓂᓂ ᑕᒪᐅᑯᑦ ᐃᓕᓴᖏᓐᑐᑦ ᐃᓕᓴᕿᒪᓵᔾᕆᓴᐅᓴᓂᐅᑦ
ᑎᑎᕆᖏᓐᓄᒪᓚᖏᑦᑕᖏᓐᓄᑦᑐᑦ ᓇᓂᓇᐃᖏᓐᓄᒪᓚᔭᑎᑎᓗᓂᓗ ᑕᒪᐅᑯᓂᒃᓴᑦ
ᐊᑐᖏᓐᑕᐅᔾᔨᐊᖏᓚᖏᓐᓄᑐᓂᐅᑦ ᐃᓕᓴᐃᓪᓚᓚᖏᓐᓄᑦᑕᖏᓐᓄᑦᑦ. ᑕᒪᓐᓇ
ᐃᓕᔾᔨᖏᓐᓄᑕᐅᓪᓚᓇᖏᓐᓄᑦᖏᓐᓄᑦ, ᐅᖏᓚᖏᓐᑎᑎᓂᒍᑦ ᐃᓕᓴᐅᓂᐊᖏᓐᑕᐅᓪᓚᕆᐅᓪᓚᑦ
ᐊᓂᒪᓚᖏᓐᓄᕐᓂᓗ ᐊᑦᒪᓗ ᐃᓕᓴᐃᓐᓴᑦ.

ᑕᒪᓐᓇ ᐊᖏᓴᐅᒍᓚᖏᓐᓄᑦ ᐅᖏᓚᐅᔾᔨᓕᖏᓐᓄᑦᖏᓐᓄᑦ ᓱᓕᖏᓚᐊᓕᒫᑦ
ᑲᑐᔾᔨᖏᓐᓄᑎᓐᓂᒪᓂᓕᓴᐅᓂᒃᓴᑦ ᐊᖏᓴᐅᒍᑎᑎᓂᒍᑦ ᑕᒪᓐᑯᓂᓂᒃᓴᑦ ᑕᒪᓐᓇ
ᐊᑐᖏᓐᓄᑕᐅᓪᓚᕆᐅᓪᓚᑦ ᐊᖏᓴᐅᒍᑎᑎᓂᒍᑦ ᐃᓕᓴᐃᓐᓴᑦ ᐃᓕᓴᕿᒪᓵᔾᕆᓴᐅᓴᓂᐅᑦ
ᐊᑐᖏᓐᓄᑕᐅᓪᓚᕆᐅᓪᓚᑦ ᐊᓂᒪᓚᖏᓐᓄᑦᑐᒥᐅᑦ ᐃᓕᓴᐃᓐᓴᑦ ᐃᓕᓴᕿᒪᓵᔾᕆᓴᐅᓴᓂᐅᑦ
ᐊᑐᖏᓐᓄᑕᐅᓪᓚᕆᐅᓪᓚᑦ ᑲᑎᒪᓂᒍᑦ ᐃᓕᓴᐃᓐᓴᑦ ᐃᓕᓴᕿᒪᓵᔾᕆᓴᐅᓴᓂᐅᑦ
ᐊᑐᖏᓐᓄᑕᐅᓪᓚᕆᐅᓪᓚ

Special Services

ᐊᐅᖏᑦᑐᑕᐅᔨᓂᐊᖏᓪᓗᒃᑐᖅᓯᒪᒃᑕ ᓄᓇᐅᑦ ᐊᓱᐊᓄᑦ
ᐃᓕᓴᕐᓂᐊᖏᓂᐊᕐᓂᐊᓕᖅᑎᓪᓗᒍ, ᑕᒪᓴᓇ ᐋᓐᓂᒪᑎᓕᐅᖏᓪᓗᒃᑕᑎᓕᒪᓕᒃ
ᐊᖑᓚᐅᖅᑲᓂᐅᔨᓄᑦᓴᑦ. ᐃᓕᓴᕐᓂ ᐊᐅᖏᑦᑐᑕᐅᔨᓕᒃᑕ,
ᐃᓚᖅᑐᑕᐅᓂᐊᕐᓂᐊᓕᖅᑎᓪᓗᒍ, >ᐃᔪᖅᑐᑕᐅᒪᓕᓂᖅᑲᑕᒪᓕᒃᑕ ᐊᒪᓕᓗ
ᑐᓴᖏᐃᐅᓕᐅᖅᑭᒪᓚᓴᓐᓂᖅᑐᖅᓯᒪᒃᑕᓂᑎᓪᓗᒍ ᐊᐅᖏᑦᑕᕐᖏᓕᒥᐅᖅ.
ᐊᑭᒋᐅᔨᓴᖅᑐᖅ ᐊᑕᐅᑭᓴᒍᓕᒃᑕ ᐃᓄᖏᓕᒍ ᐱᓂᓕᐊᓂᐅᔨᓕᖏᓪᓗᒃᑕ ᓄᓇᓕᒫ
$150.00-ᖏᓴᖅᑕᖅᑐᖅᑐᖅ ᐅᔨᓪᓗᖅ ᐊᑕᐅᑭᓴᖅ,ᐊᒃᓱᖅᑕᐅᓂᖏᓕᒫᓪᓗᒍ.
ᑕᒪᓐᓇᓕ ᖃᖅᑐᓴᐃᓕᒃ ᓄᓇᖏᓐᓄᓕᒃ ᐊᐅᖏᑦᑐᑕᐅᓂᓚᖅᑕᒥᓱᓕᒃ
ᓴᖅᑭᑎᑕᐅᓂᖅᑐᖅ ᐊᓪᓚᖅᓯᒪᒃᑕ ᐱᐅᓂᖅᑕᖅᑭᒪᒥᓱᓕᒪᓕᒃᑕᓂᑎᓪᓗᒍ.
ᑕᒪᓐᓇᓕ ᖃᖅᑐᓴᐃᓕᒃ ᖃᖅᑐᓴᐃᓕᒃ ᓄᓇᖏᓐᓄᓕᒃ ᐊᑐᖅᑐᖅᑐᖅᓴᓐᓂᖅᑐᖅᑐᖅ
ᐊᑐᖅᑐᑕᐅᔨᖅᑐᖅ ᖃᖅᑐᓴᐃᓕᒃ ᓄᓇᖏᓐᓄᓕᒫ ᐊᑐᖅᑐᑕᐅᔨᖅᑐᖅᑐᖅ
ᐊᑐᖅᑐᑕᐅᔨᖅᑕᕐᓂ ᑕᒪᓐᓄᓇᖏᓐᓄᓕᒃ ᐃᓕᓴᕐᓂᐊᓕᖅᑎᓪᓗᒃᑕ
ᐊᑐᕐᕋᖏᓐᓂ, ᐊᑐᕐᕋᖅᓴᓐᓂᒪᓕᓂᓴᕐᓂ ᐱᓕᓐᓂᐊᖏᓂᐅᔨᖏᓐᓄᓕᒃᑕᓂᑎᓪᓗᒍ,
ᑕᒪᓐᓄᐊ ᐅᑭᐅᖅᑕᖅᑐᑐᒃᑕᐅᑕᐃᓕ ᐱᓕᓐᓂᐊᖏᖅᑐᑕᐅᑎᓂᐊᕐᕋᖅᑕᒪᓕᒃ
ᑕᐃᒪᓐᓇ ᐱᓕᓐᓂᐊᖏᑲᓐᓇᖅᑐᑕᐅᓕᖅᑐᖅ.

ᐊᓕᕐᓇᖏᑦᑕᑦ, ᐃᓕᓴᖅᑕᐅᓂᐅᔨᓕᒃ ᐃᓕᓴᖅᐃᓵᓐᓇᖅᑐᑐᒃᑐᓕᒃ
ᐊᖏᕐᕋᓂᖅᐅᔨᓕᓵᓂ. ᑕᒪᓐᓄᐊ ᐃᓕᓴᖅᐃᐅᖅᑐᒃᑐᓕᒃ ᐱᔭᑎᓕᓐᓄᒃᑐᑐᓂᓕᒃ,
ᐃᒡᓗᓄᓕᒃ ᐱᓕᓐᓂᐊᖏᖅᑕᖅᑐᑐᒃᑕᒪᓕᒃ, ᑭᓕᔪᓂ ᐃᓕᓴᖅᐃᑐᐊᔪᓕᑎᓕᒃᑐᓕᒃ
ᑕᐅᑐᐅᑕᐅᔨᓂᐊᖏᖅᑲᓐᓇᖅᑐᓕᒃ ᐅᕙᓪᓕᐊᓐᓂᓕᒃ
ᓂᕆᐊᓕᖅᑐᑕᐅᕙᓪᓕᐊᓂᐊᖏᖅᑲᓐᓇᖅᑐᓕᒃᑐᖅ ᐃᓕᓴᖅᐃᐅᓚᓴᓐᓂᓗᓂ.
ᑲᑎᒪᑎᓐᓂᒃᑕᓂᒃ ᓴᓂᓐᓄᐊᕐᓗᒍ

ᐃᑲᓚᖅᑐᑕᐅᔨᓂᐊᖏᓪᓗᒃᑕ ᐃᑲᓚᖅᑐᑕᐅᓂᖅᑕᒃᑕ ᐊᑐᓕᕆᔨᐅᓕᖅᑐᖅ 32

ᓄᓇᓕᖅᓂ ᐃᓕᓴᖅᕃᓕᒃ ᒪᓕᒪᖅᑎᒍᓕᒃ ᐊᓚᖅᓴᕐᓂᑕᐅᓂᐊᖅᑐᓕᒃ
ᐱᓕᓐᓂᐊᖏᖅᓂᕐᓗᒃ ᑕᒪᓐᓄᐊᓂᖅᓴᒃᑲᖅᑐᒃᑐᓂᒃ.

ᐊᖏᖅᓚᖅᑐᖅᓴᒍᓕᓴᐅ ᐃᓕᓴᖅᐃᓐᓇᓴᐅ ᑲᒪᕆᔨᖅᑲᖅᑐᖅᓯᒪᒃᑕ
ᐃᓕᓴᖅᑐᖅᑐᑐᒃᓂᓂᒃ. ᑲᑎᒪᑎᓐᓂᑕ, ᐊᒥᓕᒪᓕᓐᓂᒃ ᐃᓄᐃᑦ
ᐅᖅᑲᖅᑲᕈᑕᐅᔨᒪᓕᒃ ᑕᒪᓐᓄᐊ ᐃᓕᓴᖅᐃᖅᑲᖅᑐᖅᑐᖅᓴᒃᑐᓕᒃ ᐱᔭᑎᓐᓂᓕᓴᐅ
ᐃᑲᓚᖅᑲᖅᑐᑕᐅᓂᖅᑕᖅᑐᖅᑐᖅᓴᒃᑐᓕᒃ ᐱᓕᓐᓂᐊᖏᓂᐅᔨᖏᓐᓄᓕᒃᑕᓂᑎᓪᓗᒍ.
ᐃᓕᓴᖅᐃᐅᓕᖅᑎᓪᓗᒃᑕ ᑲᓇᑕᖅᑭᑐᒪᑎᓂᓕᓴᐅᓕᖅᑐᖅᑎᓪᓗᒃᑕ ᑕᒪᓐᓄᐊ
ᑕᒪᓐᓇᓕ ᐊᒥᓕᒪᓕᓐᓂᒃ ᐃᓕᓴᖅᐃᖅᑲᖅᑐᖅᑐᖅᓴᒃᑐᓕᒃ ᐱᔭᑎᓐᓂᓕᓴᐅ
ᐊᒪᓕᓗ ᐊᓂᔪᓂᐅᔨᓂᒃ ᑲᒪᕆᔨᐅᑕᐅᓂᖅᑕᖅᑐᖅᓴᒃᑐᓂᒃ, ᑕᐃᒪᓐᓇ
ᐃᓂᒋᔭᖅᔪᓂ ᐃᑲᓚᖅᑐᑕᐅᑭᓂᐊᖏᓂᕐᓂᒪᓕᒫᓪᓗᒍ ᓄᓇᕗᑦᓂ,
ᐃᓕᓴᖅᐃᓂᒋᔭᓕᓴᐅ ᐱᓕᓐᓂᐊᖏᖅᑕᖅᑐᖅᓴᒃᑐᓂᒃ ᓄᓇᕗᑦᓂ ᐃᑲᓚᖅᑐᑕᐅᓂᖅᑕᖅᑐᖅᓴᒃᑐᓂᒃ
ᐃᓕᓴᖅᐃᓕᓴᐅᓂᒃ, ᐃᓕᓴᖅᓂᐊᖏᓂᐅᔨᖏᓐᓄᓕᒃᑕ ᑐᓴᕐᓗᒍᑐᑐᒃᑕᐅᓂᖅᑕᖅᑐᖅᓴᒃᑐᓂᒃ
ᓄᓇᕗᑦᓂ.

ᑕᐃᒪᓐᓇ ᐊᑐᓕᖅᑭᐅᔨᓴᒍ, ᐃᓕᓐᓂᒪᑕᐃᓕᖅᑐᖅᓴᒃᑐᓂᒃ
ᐅᖅᑭᓕᒃᓂᓕᐃᓕᖅᑭᓕᖅᑐᖅᑐᖅᓴᒃᑐᓂᒃ ᐱᓕᓐᓂᐊᖏᖅᑕᖅᑐᖅᓴᒃᑐᓂᒃ ᓄᓇᕗᑦᓂ,
ᒪᓴᒪᓕᒃᑎ ᐱᓕᓐᓂᐊᖏᓂᕐᓂᓂᒃ ᐃᑲᓚᖅᑐᖅᑎᓂᒃ ᑎᓕᓐᓂᐊᖏᓕᓂᓴᐅᓂᖅᑐᒃ.

much as $150 a day, plus transportation. There is no evidence to show that persons with handicaps are any better off in southern institutions. Monies spent on such persons could be better spent by developing services and resources to care for them at home, an investment that would provide meaningful employment for some northern persons.

As a first step, we must prepare individual program plans for all persons with special needs and we must mobilize resources to keep them in their own communities.

As far as is possible, education and training should be offered within the normal classroom setting in the home community. Institutional care has its proper place, but it should not be the first or only option.
Public Hearing, Yellowknife.

Secondly, we must locate all northerners committed to southern institutions and decide whether or not their needs can be met at home. Next, we must find northern residents who are willing to work with handicapped persons and to assist them to carry out their individual program plans. This work will involve the coordination of services offered by various agencies, which may include education, health, social services, economic development, and adult education.

SPECIAL SERVICES RECOMMENDATION 32

Local schools shall be legally authorized to deliver and coordinate all services for students with special needs.

With the family, schools play a central role in the lives of children. At our hearings, many persons reported difficulty in obtaining needed services and complained about poor coordination of services supplied by different agencies. Teachers are often involved in attempts to secure health and other services for children, and we believe there will be many advantages for children, parents, and teachers if a single agency, the school, coordinated all services directed toward children.

We therefore recommend that school principals should be authorized to plan and coordinate the delivery of govern-

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ᐃᓕᓴᕐᓂᐊᕐᓂᐊᖅᓯ ᐃᑲᓴᖅᑎᑦᑐᑎᓂᑲ ᐊᖏᕈᑲᓪᓚᕆᐊᖅᑲᖅᓯᑦ
ᐃᓕᓚᐃᓱᒋᑦ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᓗ ᐃᑲᓴᖅᑎᑦᑕᐅᓴᕐᓇᖅᑕᑦᑎᓴᓕᒋᑦ
ᐊᓯᔾᔨᓴᕐᓂᑦ ᐃᓕᓚᐃᓱᐅᑦᐅᓴᓂᑦ ᐅᖃᖅᑐᓴᕐᓂᑦ ᐱᓕᕆᕐᓂᐊᐅᓴᓂᑦ
ᐊᓯᔾᔨᓴᕐᓂᓗ ᓄᓇᓕᖅᓯ. ᐃᓕᓚᐃᓱᒋᑦ ᐊᖏᕈᑲᓪᓚᕆᐊᖅᑲᖅᓯᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᒋᑦ ᐃᑲᓴᖅᑎᑦᑕᐅᓂᐅᓴᕐᓂᓕᕐᓂᖅᓯ, ᐊᓪᓚᓗ ᓄᓇᓕᖅᓯ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᓵᓪᓕᒋᑦ ᑲᒪᒋᔭᖅᑲᓵᓗᓐᓂᖅ ᑕᐅᑯᐊ
ᐃᑲᓴᖅᑎᑦᑕᐅᔭᕆᓚᐅᑦᑎᓯᒋᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᐅᓴᓕᕐᓂᐊᓕᕐᓂᖅᓯᓕᓐᓂᖅ
ᐊᓪᓚᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᑕᐅᓂᐅᓴᕐᓂᓕᕐᓂᖅᓯ, ᑕᒪᓕᐊᑯᓗ ᓇᓗᓂᓕᖅ
ᐃᓕᓴᕐᓂᐊᖅᑐᒋᑦ ᐃᑲᓴᖅᑎᑦᑕᐅᓂᐅᓴᕐᓂᓕᕐᓂᖅᓯ ᐱᓕᕆᔨᑎᓪᓗᐊᓴᓕᒋᑦ.

ᐃᓕᓴᕐᓂᐊᖅᓯᓴᖅᑕᓴᖅᓚᐊᖅᑲᖅᓯᓴᖅ ᑕᒪᓕᐊᑯᓗ ᐃᓕᓴᕐᓂᐊᓕᐃᑕᒋᑦ
ᐃᓕᓴᕐᓂᐊᖅᓯᐊᓕᕐᓂᐅᓕᖅᓯᓗ. ᒪᓴᓇᐅᔭᓴᖅ ᑕᒪᓕᐊᑯᓗ ᐃᓕᓴᕐᓂᐊᓕᐃᑕᒋᑦ
ᐃᑲᓴᖅᑎᑦᑕᐅᓴᕐᓂᐊᕐᓇᖅᑕᓴᖅᑕᓴᕐᓚᒥᒪᒐᓴᖅ, ᓄᓴᖅᑐᑐᐃᓴᖅᑕᓴᖅᑕᓴᖅᓚᓂᓕᓗ
ᐃᓕᓴᕐᓂᐊᖅᓯᓴᕐᓂᓴᕐᓂᑦ. ᑲᑎᒪᑎᓴᓕᒋᑦ, ᐊᖏᕐᐊᐊᓯ

ᐃᑲᓴᖅᑎᑦᑕᐅᔭᕆᓚᐅᑦᑎᓯᒋᑦ ᐃᑲᓴᖅᑎᑦᑕᐅᓂᐅᓴᕐᓂᑦ ᑕᒪᓕᐊᑯᓗ ᐃᓕᓴᕐᓂᐊᕐᓂᐊᓕᕐᓂᖅ 33

ᐃᓕᓴᕐᓂᐊᖅᑐᑎᑕᐅᓂᐅᓴᕐᓂᓕᕐᓂᖅ ᒪᓕᒪᓴᖅ ᐊᖏᕈᑲᓕᕐᓂᐊᖅᑕᑦᑎᓴᐊᖅᓴᖅ
ᑕᒪᓕᐊᑯᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐊᐅᓚᑲᖅᑐᒥᐅ
ᐃᑲᓴᖅᑎᑦᑕᐅᓴᕐᓂᐊᕐᓇᖅᑕᓴᕐᓂᑦ

ᑲᑎᒪᓂᕐᓂᖅᑲᑦᑕᓴᖅᓂᓪᓕᑕ ᑐᓴᖅᑲᑦᑕᓪᓕᐅᖅᑕᑦᑎᓴᓕᒋᑦ
ᖃᑲᐅᒪᓐᓇᖅᓯᓕᕐᓂᐊᓕᒪᑕ ᑕᒪᓕᐊᑯᓗ ᓄᓇᕐᓂᐊᖅᑎᐅᑕᐅᑎᓕᒋᑦ,
ᒪᓴᓇᐅᔭᓴᖅ, ᐃᓕᓴᕐᓂᐊᖅᑐᑎᑕᐅᓂᐅᓴᕐᓂᓕᕐᓂᖅᓯᓗᒍ
ᐃᑲᓴᖅᑎᑦᑕᐅᔭᕆᓚᐅᑦᑎᓯᒋᑦ ᐊᓯᔾᔨᑎᒍᓐᓇᖅᓯᓗᒍ. ᑕᐃᒪᓕ ᐊᑐᓴᕐᓂᐊᕐᓇᖅᑐᓗᒍ
ᓕᓕᒪᓴᖅᑕᖃᓕᕐᓂᐊᕐᓂᓗᒍ ᐊᐅᓚᑲᖅᑐᒥᐅ ᐃᑲᓴᖅᑎᑦᑕᐅᔭᕆᓚᐅᑦᑎᓴᓕᒋᑦ
ᐅᖃᐅᔨᐅᕆᔨᐊᕐᓂᐊᕐᓂᓗᒍ ᐊᓪᓚᓗ ᑕᒪᓕᐊᑯᓗ ᐱᒋᐊᖃᖅᑐᑦ
ᐃᑲᓴᖅᑎᑦᑕᐅᔭᕆᓚᐅᑦᑎᓯᒋᑦᑕᐅᔭᕆᓚᐅᑦᑎᓴᓕᒋᑦ. ᓕᓕᒪᐅᓴᖅᑕᐅᔭᕆᓚᐅᑦᑎᓴᓕᒋᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑎᑕᐅᓂᐅᓴᕐᓂᓕᕐᓂᖅᓯ ᐊᓪᓚᓗ ᐃᓕᓴᕐᓂᐊᓕᐃᑕᓴᕐᓂᖅᓯ, ᐱᓕᕆᓂᕐᓂᖅᓯ,
ᑭᓇᐅᔨᑎᒋᓴᕐᓂᑦ ᐱᓕᕆᓚᐱᐅᔭᕐᓇᖅᑕᐅᑎᓄᑦ, ᐱᓴᔨᑎᓄᑦ ᐊᓪᓚᓗ
ᐃᒡᓗᑕᓂᕐᓂᓴᕐᓂᑦ ᐊᖏᕐᐊᐊᓯᐅᑎᓕᒋᑦ ᐱᑎᑕᐅᓴᕐᓂᐊᕐᓇᖅᑕᓴᕐᓂᑦ
ᐊᖏᕈᑲᓪᓚᕆᐊᖅᑲᖅᓯᓴᖅᑕᓴᕐᓂᑦ.

ᒥᓇᐧᐊ ᓕᓕᒪᐅᓴᖅᑕᐅᓂᐊᖅᑐᑎᓴᖅ ᐊᖏᕈᑲᓕᕐᓂᐊᖅᑕᑦᑎᓴᐊᖅᓴᖅᑕᓴᖅᑐᑦ
ᐊᖏᕈᑲᓕᕐᓂᐅᑕᐅᓴᕐᓂᖅᑕᑦᑎᓴᐊᖅᑐᑎᓂᖅᓯ, ᑕᒪᓕᐊᑯᓗ ᐱᔨᑎᒋᔭᕐᓇᖅᑐᑦ
ᑕᒪᐃᓐᓂᑦ ᐊᑐᓴᖅᑕᐅᓂᕐᓂᐊᕐᓂᐅᓴᕐᓂᑦᑎᓴᓕᒋᑦ, ᐃᓄᐃᓂᓕ
ᐱᓕᕆᔨᑎᒋᔭᕐᓇᖅᑐᑦᑎᓴᐊᖅᑐᑎᓂᖅᓯ ᓇᓕᓕᒋᓐᓂᖅᓯ,
ᐊᑐᓴᖅᑕᐅᓂᕐᓂᐊᕐᓂᐅᓴᕐᓂᑦᑎᓴᐊᖅᑐᑎᓂᖅᓯ ᐱᓕᕆᓚᐱᐅᔭᕐᓇᖅᑐᑦ
ᐅᓴᖅᑕᓂᕐᓂᐊᕐᓂᐅᓴᕐᓂᑦᑎᓴᐊᖅᑐᓂᖅᓯ, ᐊᓪᓚᓗ ᐃᓕᓴᕐᓂᐊᖅᑲᖅᓯᓂᖅᓯ ᖃᓄᐃᓂᖅᓯ
ᐱᓕᕆᓚᐱᐅᔭᕐᓇᖅᑐᑦ ᓄᓇᕐᓂᐊᖅᑎᐅᑕᐅᓴᕐᓂᖅᓯ ᑲᒪᒋᔭᖅᑲᓵᓗᓐᓂᖅᓯᑦᑎᓴᓕᒋᑦ.

ment services at the local level. School-based teams should be organized to help teachers and students to secure support needed from other teachers and from other agencies and professionals in the community. Teachers should coordinate the development of comprehensive service plans for individual students, and local education authorities should plan and coordinate the entire system of services at the local level, oversee the implementation of individual plans, and monitor the delivery of services.

SPECIAL SERVICES RECOMMENDATION 33

The Education Ordinance shall be amended to guarantee the right of all children to an effective learning program.

Evidence at our hearings demonstrated that the residents of the Northwest Territories do not, at present, have equal access to education and to other opportunities.

Special education is required for slow learners. What is happening now is that the slow learners have no assistance, and they just drop out of school. *Public Hearing, Eskimo Point.*

We therefore recommend that legislation be enacted to define "equal opportunity" and to guarantee equal opportunity to all persons with handicaps. The proposed legislation should guarantee equal access to education and training, work, public programs and facilities, and housing.

This legislation should provide the framework necessary to establish legal standards for levels of accomplishment, guarantee the equitable distribution of resources, assign legal responsibility to specific persons and agencies, define the resources that will be necessary to provide the services required, and establish the means for effective monitoring of services and their delivery at the local level.

SPECIAL SERVICES RECOMMENDATION 34

Programs for the professional development of persons who serve students with special needs shall be based on local requirements.

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ᑕᒪᒃᑯᐊ ᐃᓕᓴᐃᓂᕐᓂᒍᑦ ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᓴᐃᓂᖅ
ᐃᓕᓴᐃᓂᖅᑎᓯᓯᖅᑕᖅᑐᑦ ᐊᓴᐃᖅᑭᓴᐃᓂᖅᑲᖅᑎᓯᖅᑐᑦ
ᐁᖅᑲᖅᑕᐅᓯᒪᔭᕆᐊᖅᑲᖅᓴᖅ ᑕᒪᓴᐊ ᐃᑲᓴᐃᓂᖅᑲᕐᔪᒪᑦ
ᐃᓕᓴᐃᓂᖅᑎᓯᓯᐅᓂᑦ ᓇᒥᑐᐃᓴᐊᖅᑲᖅ ᐃᓕᓴᐃᓂᖅᑎᐊᖅᓱᐃᓂᖅ.
ᑲᑎᒪᔨᓗᒥ, PINE POINT-ᒥ

ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᒃᑐᑦ ᐃᑲᓴᖅᑕᐅᓂᖅᑭᑦ ᐊᑐᓕᕐᒋᐅᔭᐅᓴᖅ 34

ᐃᓕᓴᐃᓂᕐᑎᑕᐅᓴᖅᑕᐅᓴᖅᑎᓯᖅᑐᑦ ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᖅᑲᖅᑐᓂᓄᑦ
ᐁᖅᑲᖅᑕᐅᓯᒪᔭᕆᐊᓕᖅᑲᖅᓴᑦ ᒪᓕᒐᓗᑎᒃ ᓄᓇᒃᑐᑦ
ᐱᔭᕆᐊᓕᖅᑲᖅᑕᐃᓕᓴᐃᓂᖅᑐᒃ

ᑕᐃᒪᓕ ᐊᑐᓕᕐᒋᐅᔭᐃᓚᑦ ᓄᓇᕐᓂᐊᕐᒥ ᐃᓕᓴᐃᓂᖅᑐᑎᓯᐅᓴᖅᑐᓂᓄᑦ
ᐁᖅᑲᖅᑭᓱᕐᒋᐅᓂᑦ ᐃᓕᓴᐃᓂᖅᑎᐅᑕᐅᓇᐅᖅᑲᖅᑐᓂᒃ ᐊᒻᒪᓗ
ᐃᑲᓴᖅᑕᐅᓂᖅᑕᕐᓗᖅᑕᐃᓕᓴᐃᓂᖅᑐᒃ ᐃᓕᓴᐃᓂᖅᑎᓯᓯᖅᑐᑦ
ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᖅᑲᖅᑐᓂᑦ. ᒪᓴᐅ ᐱᑎᕆᐊᕆᐅᔨᓯᕐᔪᒃᑯᑦ
ᖃᑲᐅᓐᓂᑕᐅᖅᑲᓂᒃ ᓄᓇᑦᓂ ᖃᓄᖅ
ᐃᑲᓴᖅᑕᐅᐳᔪᓂᖅᑲᖅᓴᒻᒋᑦ ᐃᓕᓴᐃᓂᖅᑎᓯᓯᖅᑐᑦ
ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᒃᑐᑦ. ᐃᓕᓴᐃᓂᖅᑲᐃᓕᓂᐅ ᐃᑎᓇᐃᓐᓂᑦ
ᐱᑎᕆᐊᓕᔪᓴᐃᖅᑎᑦᑐᑦ ᑐᑭᓯᐅᓂᑦᑎᓗᒃ ᖃᓄᖅ
ᐃᑲᓴᖅᑕᐅᔭᕆᐊᖅᑲᖅᓴᒻᒋᑦ.

ᑕᒪᒃᑯᐊ ᐃᓕᓴᐃᓂᖅᑲᑦ ᐁᓴᐃᓂᖅᑐᑎᓯᐅᓴᖅᑐᓂᓗ ᐊᒻᒪᓗ
ᐊᓯᖅᓱᖅᑐᑎᓯᐅᓴᖅᑐᑦ ᑭᓇᐅᔭᖅᑕᖅᑎᑕᐅᔪᓇᐅᖅᑲᖅᑐᓂ
ᑕᒪᒃᑯᓂᖅᑭ ᐃᓕᓴᐃᓂᖅᑎᓯᓯᖅᑐᑦ ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᖅᑲᖅᑐᓂᒃ
ᐃᑲᖏᑎᒥᓴᖅᑭᑐᓂᒃ. ᑭᓇᐅᔭᖅᑕᖅᑎᑕᐅᔪᓇᐅᖅᑲᖅᑐᓂ,
ᓄᓇᑦᓂ ᐱᑎᕆᐊᓕᔪᓴᐃᖅᑎᑦᑐᑦ ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᖅᑲᖅᑐᓂᒃ,
ᐃᓕᓴᐃᓂᖅᑎᓯᓯᖅᑐᑦ ᐃᓕᓴᐃᓂᖅᑎᐅᑕᐅᓇᐅᖅᑲᖅᑐᓂᒃ,
ᐃᓕᓴᐃᓂᖅᑎᓯᓯᖅᑐᑦ ᐃᑲᓴᖅᑕᐅᔭᕆᐊᓕᖅᑲᖅᑐᓂᒃ.

We therefore recommend that the educational system of the Northwest Territories develop its own approach to pre-service and in-service education for persons who serve students with special needs. More specifically, we recommend that this program of training should first determine what services are needed at the local level by analyzing the individual program plans of the persons being served. Needs that school staff are unable to meet will indicate the training that is required.

There should be inducement for teachers to get education qualifications for special education that would be an asset to them in any school. *Public Hearing, Pine Point.*

Financial resources for this training should be made available to schools and to health and social services agencies. With these resources, the local principal can offer specific contracts for the delivery of training that responds to local needs. Wherever possible, such training and technical assistance should be provided in the community in which the persons being trained will work. However, the delivery of such training and technical assistance should be flexible and may include campus-based training, workshops or seminars, correspondence or televised courses, on-site and telephone consultations, assistance in developing materials, and in the preparation of letters and reports.

Every training contract should, on completion, be evaluated to determine how well the terms of the contract have been met, after which new contracts may be written to meet further needs. We recommend that this training service should maintain some permanent staff to assist in the assessment of the needs of local organizations, in the writing of contracts, and in the selection of organizations or persons to deliver the necessary training.

INDIVIDUAL PROGRAM PLANS FOR ALL STUDENTS?

Although there are no reliable statistics on the number of students with special needs, we have heard evidence that suggests many students have difficulty with academic instruction and tasks as they are now presented to them. One school in the Baffin region reported that the majority of its students require special assistance. No doubt this kind of situation accounts for the many statements we have heard

Special Services

ᑲᓐᔅᑯᓄᑦ ᐃᓕᓴᐅᓂᐅᔨᖅᑕᕐᓗᒍ, ᐱᐊᓂᑕᐅᔭᕆᓚᐅᒃ, ᖃᐅᔨᓴᖅᑕᐅᔨᖅᑕᕐᓂᐊᖅᓯᒪ ᐊᒥᓱᑕᐅᔨᓯᒪᔪᖅ ᒪᓕᒃᑕᐅᔨᓯᐊᓕᕆᔨᒪᔪᓕᒃ ᖃᐅᔨᓴᐅᔪᓂᒃ, ᑭᒃᔾᔪᓂᖏᓚᔪᓂ ᓄᓇᑦ ᑲᓐᔅᑯᓕᐅᔨᖅᑕᕐᓂᓂᒃ ᐊᑐᖅᑕᐅᔭᕆᐊᖅᑲᖅᑐᓂᒃ ᒪᓕᒃᓂᐊᖅᓂᒃ. ᐃᓕᓴᕐᔪᐊᓘᓚᒃ ᐱᓕᕆᔨᖅᑐᓂᒃᓴᓂᐊᖅᑲᖅᑐᓂᒃ ᐱᓕᕆᔨᖅᑲᓂᕐᓂᒃ ᓄᓇᖅᑐᑦ ᐃᓚᖅᑲᓂᕐᓂᒃ ᐊᑐᖅᑕᐅᔭᕆᐊᖅᑲᖅ

ᐃᑲᓴᖑᑕᐅᔭᕆᐊᑦᑕᓯᐊᓂᒃ ᐃᑲᓴᖑᑕᐅᓂᖏᑦ

ᐊᑐᖑᑕᐅᔨᔪᐊᖅᓴᓗᒃᑑᑦ ᖃᑲᐅᓕᕆᓇᐊᑦᓯᔭᒋᑦ. ᒥᓂᔾᑕᐅᑦ ᐅᖃᑲᐅᓕᓂᓴᒍᑦ ᑲᑎᒪᓕᓗᒋᑦ ᓂᓕᐊᖅᓯᖃᑲᑦᓂᓂᐊᖅᓴᖅᑐᑦ ᐊᒻᒪᓗ ᑕᒪᑐᓗᒃ ᐱᓕᕆᐊᖅᑐᑦ ᐃᓕᓴᕐᓂᖅ, ᐊᑯᓂᐅᓕᓗᒋᑦᑎᒍᑦ ᐊᑐᖑᑕᐅᔪᓐᓇᖅᑐᓂᐅᑉ ᐱᓇᐅᔾᔨᓂᐅᑉ ᐊᑐᔨᔭᓂᖅ. ᓯᕗᓪᓕᖅᑎᑦ ᐱᓕᕆᐊᖅᑲᖅᑕᓪᓕᐊᑎᓯᔭᒋᑦ ᐱᓕᕆᐊᖅᑲᖅᓯᐅᓂᐊᖅᑐᑦ ᐊᑲᐅᑭᓯᐅᓂᐊᖅᑐᑦ ᖃᓄᖅᑲᖅ ᐱᓕᕆᐊᖅᓴᐅᓂᐊᖅᑐᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᑎᓯᔭᒋᑦ; ᑐᓴᕐᐊᓂ ᐱᓕᕆᐊᖅᑲᓕᖅᑎᓯᔭᒋᑦ ᐃᓕᓴᕐᓂᐊᕐᑎᓯᔭᒋᑦ ᓄᓇᕗᑦ ᐃᓕᓴᕐᓂᐊᕐᑎᓯᔭᒋᑦ; ᐃᖅᓯᐊᓂ ᐱᓕᕆᐊᖅᑲᓕᖅᑎᓯᔭᒋᑦ ᐃᓕᓴᕐᓂᐊᕐᑎᓯᔭᒋᑦ ᐊᑐᔨᔭᓂᖅ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᑎᓯᔭᒋᑦ ᐊᑐᔨᔭᓂᖅ ᐃᓕᓴᕐᓂᐊᕐᑎᓯᔭᒋᑦ

Special Services

ᐃᓕᓐᓂᐊᕐᓗᒃ ᐃᓕᓴᕐᓂᑦ ᐃᑲᓴᕐᓂᑦ ᐃᓄᒃᓯᓂᖅᓂᐊᕐᓗᒃ ᑕᒪᐅᑯᐊ
ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓗᒃ ᐃᓕᓯᓗᐊᓕᓂᐅᖅᓯᓕᐊᓐᓇᖅᓯᒪᑕ
ᐃᓕᓐᓂᐊᕐᓂᖅᑎᑎᓴᒥᓂᖅ, ᐊᒻᒪᓗ ᑕᒪᐅᑯᐊ
ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᑦ ᐃᓕᓐᓂᐊᕐᓂᓂᐅᑦ
ᑐᑭᓯᐅᒪᔭᕐᓕᐊᕐᓂᓂᐅᖅᓂᖅᓱᐃᑦ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᑦ
ᐃᓕᓐᓂᐊᕐᓂᖅᑎᓕᕐᒥ, ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇ
ᐃᓄᒃᓯᑭᓴᖅᑕᕐᓴᒪᑦ ᖃᓄᐃᓕᓐᓄᑦᑕᖅᑐᑦ, ᐊᒻᒪᓗ
ᐃᓕᓴᐅᔪᑐᐃᓴᖅᓯᐊᓕᖅᓯᒪᑦ ᐃᓕᓴᐃᓴᖅᓴᓕᖅᓯᓂᐅᑦᑕᖅᓴᓕᕐᓂᓂᐅᑦ
ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ.

ᓄᓇᓕᒃ ᐃᓕᓴᓂᐊᕐᓗᐊ ᖃᓄᖅᓂᓄᑦ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᑦ ᐃᓕᓐᓂᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ

ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ

ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ

ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ

ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ

ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ

ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ ᐃᓄᒃᓯᖅᑕᐅᔪᓕᐊᕐᓂᖅᓴᓕᕐᓂᓂᐅᖅᓂᖅᓱᐃᓐᓇᖅᓯᒪᑕ

Here, there is only one teacher with special education or remedial background, and it is impossible for this teacher to spend time with the children, as it would harm all the other children in her class. Public Hearing, Coral Harbour.

Local education authorities should ask the parent of a student **with special needs to serve as advisor to them** and to help them to monitor the development and implementation of the student's individual plans.

Divisional boards of education will hire a special services consultant to advise special education teachers and the local education authorities. Individual plans will assist the divisional boards to prepare a general plan for special education.

The Centres for Learning and Teaching must be prepared to provide training in special education and in individualized planning, and they will help local schools to develop and adapt materials for students with special needs. Given the important role of school principals in the organization of special education programs, the centres will provide them with training in special education, individualized planning, and the techniques of mobilizing community resources.

SPECIAL SERVICES RECOMMENDATION 36

Funding for students with special needs shall be allocated according to their individual program plans.

Traditionally, financial support for special services has been based upon the number of students with special needs within a school or a school district. Unfortunately, our present means of identifying, diagnosing, and classifying such students are extremely primitive, and we cannot at present establish a sound basis for planning. Nevertheless, we know from our hearings that school principals, teachers, and parents have often complained that funds, trained staff, and services for students with special needs are inadequate. We therefore recommend the establishment of a system for funding special services based upon information from individual plans. In the meanwhile, we

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Special Services

ᐊᐃᓅᑐᖅᓯᒪᔨᓂ ᐃᓕᓴᕆᐊᖃᑐᑐᓕᔪᓂᖅᓱᑦ ᑲᑎᒪᓗᐅᔪᓕ
ᐱᓕᔪᓗᒍᖅᓂᐊᖃᖅᓴᑦ ᐃᓕᓴᕆᐊᖃᖅᓴᓂᐅᑦ ᐃᑲᔪᖅᑕᐅᔾᔨᒋᐊᒃᓴᑦ
ᐃᓕᓴᕆᐊᖃᑐᑐᓕᔪᓂᖅᓱᒋᓴᑦ ᐃᑲᔪᖅᑎᑎᓂᒃᓯᒪᓴᓂᖅ, ᒪᓴᓇ
ᐱᓕᔪᓗᒍᓚᐅᐅᔪᖅ ᐅᖅᑲᐅᓐᔪᐃᖅᑲᑕᖅᓱᐊᖅᓱᓂᓗ
ᐃᑲᔪᖅᑲᑕᖅᓱᐊᖅᓱᓂᓗ ᐃᓕᓴᕆᐊᖃᖅᓴᓂᐅᑦ ᐃᑲᔪᖅᑕᐅᔾᔨᒋᐊᒃᓴᑦ
ᐃᓕᓵᐃᔾᔨᒪᓴᓂᖅ ᐊᒻᒪᓗ ᓄᓇᒃᑕ ᐃᓕᓴᕆᐊᖃᑐᑐᓕᔪᓂᖅᓱᒋᓴᑦ
ᑲᑎᒪᓗᐅᔾᔨᒪᓴᓂᖅ. ᑕᒪᐃᓄᓐᔨᒪ ᐃᓕᓴᕆᐊᖃᑐᑐᓗᒃᑕ
ᐃᓕᓴᕆᐊᖃᑎᒌᐅᖅᑕᐅᓂᒪᓕᕆᓂᑦ ᐃᑲᔪᕐᑕᐅᓄᐊᖃᖅᓴᓂᐅᑦ
ᐊᐃᓅᑐᖅᓯᒪᔨᓂ ᐃᓕᓴᕆᐊᖃᖅᓴᓂᐅᑦᓱᒋᓴᑦ ᑲᑎᒪᓗᐅᔾᔨᒪᓴᓂᖅ
ᐃᓕᓴᕆᐊᖃᑎᒌᓂᖅᑕᐅᔾᔨᕐᓂᒃ ᐊᑯᓂᒧᑦ ᐊᑐᐃᓐᓇᖅᑐᑦᓯᐊᖅᓯᒪᓂᖅ.

ᐃᓕᓴᕆᐊᖃᑐᑐᓕᔪᓂᖅᓱᒋᓴᑦ ᐱᓕᓕᖅᐸᒃᓱᐃᑦ
ᐃᓕᓴᕆᐊᖃᑐᖅᑎᓯᓂᐊᓕᐊᖃᑦᑐᓂᐊᖅᓴᓂᐅᑦ ᐃᓕᓴᕆᐊᖃᓄᐅᓯᒪᓂᖅ
ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐅᓯᒪᓂᖅ ᐃᓕᓴᕆᐊᖃᑐᑐᓕᔪᓂᖅᓱᐅᑦ ᒥᐅᑦᓯᓂᑦ ᐊᒻᒪᓗ
ᑕᒪᐃᓄᐊ ᐃᓕᓴᕆᐊᖃᑎᒌᓂᖅᓱᐅᑦ ᐋᖅᑭᐅᓯᖅᑕᐅᓂᖅᓱᐅᓂᖅ, ᐊᒻᒪᓗ
ᐃᑲᔪᓯᓂᐊᓕᓴᓂ ᐅᓇᓱᓂ ᐃᓕᓴᕆᐊᖃᑎᒌᐅᓂᖅᓱᐅᓂᓗᑦ
ᐃᓕᓴᕆᐊᖃᑎᒌᖅᓯᒪᓂᖅᓱᐅᓂᖅ ᐃᓕᓴᕆᐊᖃᓄᐅᓯᒪᓂᖅ ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐅᓯᒪᓂᖅ.
ᐃᓕᓴᕆᐊᖃᑎᒌᓂᖅᓱᓂᓗ ᐃᓗᒪᑕᐅᔪᓂ ᐱᓕᕆᐊᓇᓴᖅᑕᐅᓱᐅᓂᖅ
ᐃᓕᓴᕆᐊᖃᑎᒌᐅᓂᖅᓯᕐᒃ ᐃᓕᓴᕆᐊᖃᖅᓴᓂᐅᑦ ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐅᓯᒪᓂᖅ
ᐃᓕᓴᕆᐊᖃᑎᒌᖅᓯᒪᓂᖅ ᐱᓕᕆᐊᖃᖅᑲᖅᑎᑕᐅᓕᕆᓂᖅ, ᒪᓂᓄᐊ
ᐃᓕᓴᕆᐊᖃᑐᑐᓕᔪᓂᖅᓱᒋᓴᑦ ᐱᓕᕆᐊᖃᑦᑐᓂᐊᖅᓴᓂᐅᑦ ᐃᓕᓴᕆᐊᖃᑐᖅᑎᓯᓂᐊᓕᐊᖃᑦᑐᓂᐊᖅᓴᓂᐅᑦ
ᐃᓕᓴᕆᐊᖃᖅᓴᓂᐅᑦ ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐅᓯᒪᓂᖅ, ᐃᓕᓴᕆᐊᖃᑎᒌᖅᓯᒪᓂᖅ
ᐃᓕᓴᕆᐊᖃᑎᒌᓂᖅᓯᕐᒃ, ᐊᒻᒪᓗ ᓄᓇᒃᓯᓂ ᐊᑐᕐᑕᐅᓕᕆᔨᓇᖅᑕᐅᑐᑦ
ᐊᑐᖅᑕᐅᓂᖅᓱᐅᓂᖅ.

ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐅᓯᒪᓂᖅ ᐃᑲᔪᖅᑕᐅᓂᖅᓱᐅᑦ ᐊᑐᓕᔪᐃᔾᔨᕐᓂᖅ 36

ᑭᓇᐅᔾᔨᐃᑦ ᐊᑐᖅᑕᐅᓕᕆᔨᒪᓂᑦ ᐋᖅᑭᐅᓯᒪᓂᐅᓂᖅᓱᐅᓂᖅᑐᑦ ᒪᓕᒃᓗᐅᑦ
ᐃᓕᓴᕆᐊᖃᑎᒌᓂᖅᓱᐅᑦᓱᒋᓴᑦ ᐃᓕᓴᕆᐊᖃᑦᑐᓂᐊᖅᓴᓂᐅᑦ ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐅᓯᒪᓂᖅ

ᐱᖓᓱᓕᔪᖅᑐᕐᓗᐊᖅᑎᑦᑕᑦ, ᑕᒪᐃᓄᐊ ᓄᓇᒃᓯᓂ ᐅᓪᓛᖑᓇᓂ
ᐊᐃᓅᑐᖅᓯᒪᔨᓂ ᐃᓕᓴᕆᐊᖃᖅᓴᐃᓕᓴᕆᓂ ᐃᓕᓴᕆᐊᖃᖅᓴᓂᐅᑦ
ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐅᓯᒪᓂᖅ ᐊᒥᓱᓂᓕᕆᓂ ᒪᓕᒃᓗᐅᑦ
ᑭᓇᐅᔾᔨᑦᑐᑎᓂᕐᓂᖅᑕᑦᑐᓂᖅᓱᒋᓴᑦ ᐱᓕᕆᔨᒪᓴᓂᐅᓂᖅᓱᐅᓂᖅ. ᑭᓱᐊᓂᒃ,
ᒪᓇᓇᐅᔨᓂᖅ ᖃᐅᔨᓴᓕᖅᑕᐅᓂᖅᓱᓂᖅ ᓇᓕᐊᑦ
ᐃᑲᔪᖅᑕᐅᑲᓚᐱᐊᖃᖅᑲᓕᒫᑦ, ᐊᐃᓅᑐᐃᓐᓇᖅᑐᓗ ᓇᓗᒪᓕᕆᓕᓚᓕᒫᓕᒪᓕᑦ,
ᐊᒻᒪᓗ ᒪᓇᓇ ᑭᓇᐅᔾᔨᕐᓇᓕᕆᓇᖅᑕᑦ ᐃᓕᓴᕆᐊᖃᑎᒌᖅᓯᒪᓂᖅ
ᑭᓇᐅᔾᔨᕐᓂᒃᑕᐅᓕᕆᓂᖅᓱᐅᓂᖅ. ᑭᓱᐊᓂᒃ, ᖃᐅᔨᓴᒪᓕᖅᑕᑦ
ᑐᓴᖃᖅᑕᓪᓚᐅᖅᓯᒪᓂᖅ ᑲᑎᒪᓕᕆᓂᖅᑕᖃᖅᑕᓂᕐᓄᓕᕆᓂᓕ ᐃᓕᓴᕆᐊᖃᖅᓴᓕᕆᓂ
ᐃᓗᒪᑕᐅᓂᖅᓱᐅᓂᖅ, ᐃᓕᓴᕆᐊᖃᑐᑐᓕᔪᓂᖅᓱᐅᓂᖅ, ᐊᒻᒪᓗ ᐊᓕᒍᖅᑐᖅᑲᓕᒫᓂᖅ

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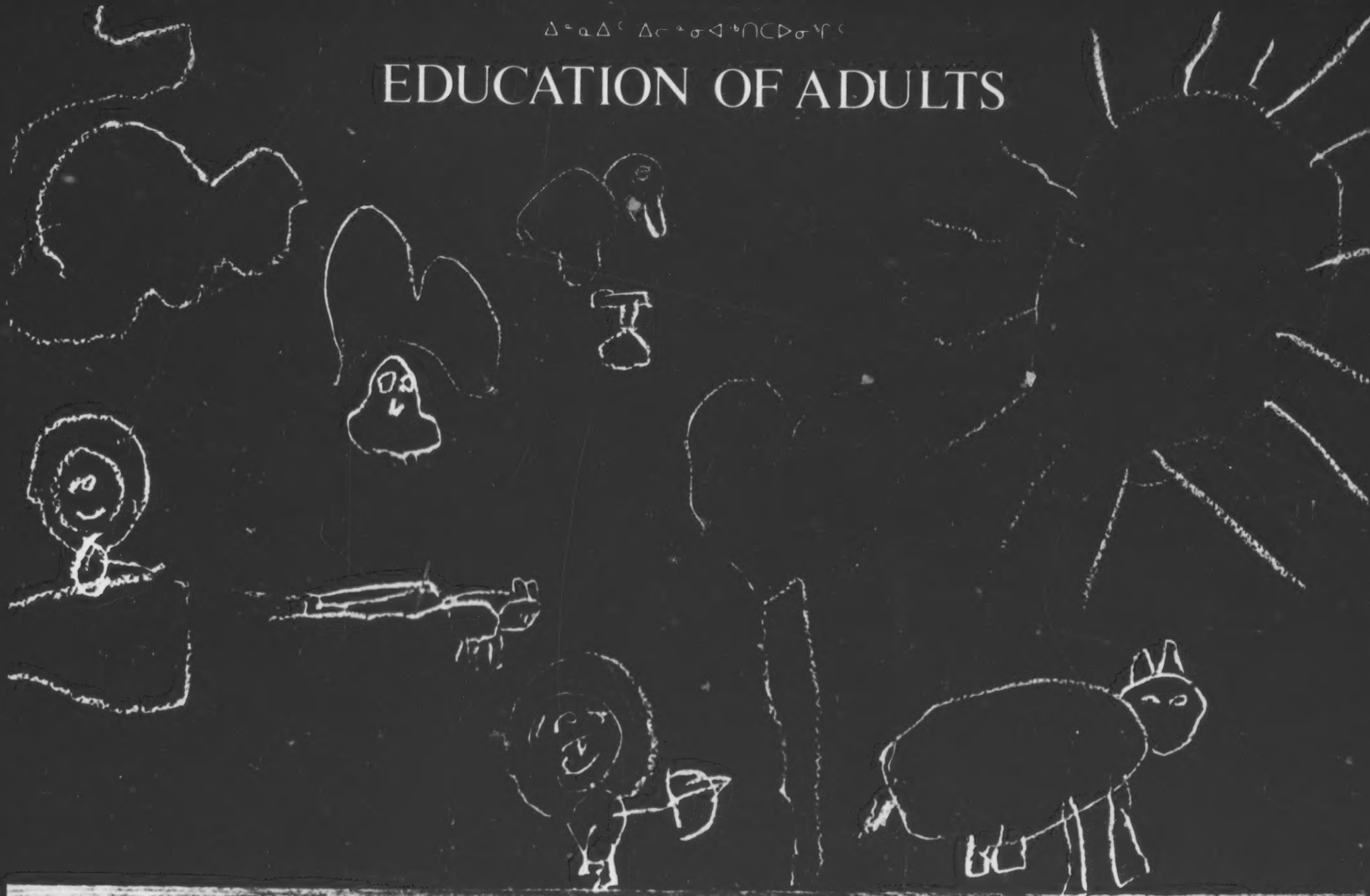
ᐃᑲᔪᖅᑕᐅᔭᕆᐊᓕᓪᓚᑦ ᐃᑲᔪᖅᑕᐅᓂᖏᑦ

ᑕᒪᒃᑯᐊ ᑭᓇᐅᔭᐃᓪ ᐃᓕᓴᕐᓂᐊᖅᑭᒪᔪᓪᓚᑦ ᐃᑲᔪᖅᑕᐅᓂᖏᑦᑭᓴᖅᓂ ᐃᓕᓴᕐᓂᐊᖅᓂᑯᑦ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᓕᓴᒃᓂᒃ, ᐊᒻᒪᓗ ᐃᑲᔪᖅᑕᐅᓂᖏᑦ ᑕᒪᒃᑯᐊ ᐋᒪᒪᖏᑦᒪᒪᑕ. ᑕᐃᒪᓕ ᐊᑐᓕᔪᐊᓕᔭᔪᓪᓚᑦ ᐊᖅᑭᑐᒃᑭᒪᔪᐊᓕᔭᔪᓪᓚᑦ ᑭᓇᐅᔭᖅᑕᐅᓂᖏᑦᓴᖅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᐅᔭᓕᕐᓂᒃ ᑕᒪᒃᑯᐊ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᖃᖅᑐᓂᒃ ᑕᒪᒃᑯᐊ ᐃᓕᓴᕐᓂᐊᖅᑭᑎᓂᐅᔭᖅᑕᐅᓂᖏᑦᑐᑦ ᒥᒃᓴᓐᓂᑦ ᑐᓴᖅᓯᒪᔭᖅᑎᑦ, ᐃᓕᓴᕐᓂᐊᖅᓯᒪᓕᕐᓂᒃ MANITOBA ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᐅᔭᓕᕐᓂᒃᑯᓘᔪᖅᑎᑦᑕ ᑭᓇᐅᔭᖅᑕᐅᓂᖏᑦᓴᖅᓂᑦᓴᓕᕐᓂᑦ ᐃᓕᓴᕐᓂᐊᖅᓯᒪᓕᕐᓂᒃ ᐃᑲᔪᖅᑕᐅᔭᕆᐊᖃᓪᓚᑦ ᐃᓕᓴᕐᓂᐊᖅᓯᒪᓕᕐᓂᒃ.

ᐅᓯᐊᓂ ᐋᒪᒪᑐᑐᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑭᒪᔪᐊᓕᔭᔪᓪᓚᐸᑦ ᖃᐅᔨᓯᓯᓂᒃ ᑭᑐᓂᒃᑯᑦ ᐃᓕᓴᕐᓂᐊᖅᑭᒪᔪᐊᓕᔭᔪᓪᓚᑦ ᐃᓕᓴᕐᓂᐊᖅᓯᒪᓕᕐᓂᒃ

ᐃᓐᓇᐃᑦ ᐃᓕᓴᐅᔪᓐᓇᕐᓂᖅᓴᓂᑦ

EDUCATION OF ADULTS



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ᐃᓐᓇᐃᑦ
ᐃᓕᓐᓂᐊᖅᑎᑕᐅᓂᖓᓕᑦ

Education of Adults

ᐃᓕᖅᑯᓯᑐᖓᓄᑦ
ᐅᓐᓴᓐᓂᑦ ᓄᑦᑯᓯᑦ
ᐱᓕᓇᐊᓇᖅᐅᓂᐊᖅᓂᖅ
ᐃᓐᓇᐃᑦ
ᐃᓕᓐᓂᐊᖅᑐᓕᓇᓂᖏᓐᓇᑦ ?

ᓄᓇᕗᑦᐊᖏᑦ ᐃᓐᓇᖏᓐᓂᑦ ᐃᓕᓐᓂᐊᖅᑐᑐᓇᓂᖅᓴᖅ
ᐊᑲᓗᑦᓇᖅᑕᐅᑎᕐᓴᖅ ᐅᑭᐅᖅᑕᖅᑐᑎᒥ ᐃᓕᓐᓂᐊᖅᑐᑐᓇᓂᖏᓐᓄᑦ
ᐱᓕᓇᐊᓇᖅᐅᓂᐊᓪᓚᑐᑎᑐᓄᑦ. ᓄᓇᕗᑦᐊᖏᑦ ᐃᓄᐃᑦ ᐊᐅᓚᐸᓇᖏᑦᑐᑐᓄᑦ
ᐃᓕᖅᑯᓯᓐᓂᑦ ᐊᑲᓗᑦᓇᖅᑕᐅᓂᑲᓄᑦ ᓄᓚᓂᑦ ᐱᓪᓚᖅᑕᑦᓯᒪᑕ ᐊᓪᓚᓗ
ᐃᓕᖅᑯᓯᓐᓂᖅᑲᐃᑦ ᐊᑐᓂᓗᑦᑕ ᐊᓐᓂᑎᓯᑦᑲᖅᑕᑦᓯᒪᑕ
ᐊᑐᓕᖅᑎᓕᓯᓐᓂᓗᓂᓪᓚᑐ ᐃᓕᓐᓂᐊᖅᑎᑎᖅᑲᐅᐊᖅᑕᖅᑐᓂᓄᑦ.
ᐃᑲᓪᓚᖅᑎᖅᑲᖅᑲᓐᓂᓗᑐᓂᓪᓚᑦ ᐊᓪᓚᓗ
ᕿᓇᐅᖅᑕᖅᑕᖅᑲᓐᓂᓗᑐᓂᓪᓚᑦ ᑕᒪᓄᐊ ᐱᓕᓇᐊᓇᖅᓯᐊᓂᖅᑕᖅᑐᑦ
ᐊᓪᓚᖅᑲᖅᑕᖅᑲᒪᓕᖅᑕᒪᓕᖅ. ᕿᓯᐊᓂᓪ, ᐃᓯᒪᐅᔪᑦ ᓄᑖᓐᔪᓄᑦ
ᐱᓕᐊᖅᑲᖅᑕᓪᓚᐊᓐᓂᖅᑲᖅᑕᒪᓕᖅ ᐃᓄᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᖅᑲᖅᑕᒪᓕᖅ
ᑕᒪᓄᐊ ᐃᓕᓐᓂᐊᖅᑕᐅᑲᖅᑕᖅᑐᓕ ᐃᓐᓇᐃᑦ ᐅᑭᐅᖅᑕᖅᑐᑎᒥ
ᐊᐅᓚᖅᑲᐅᐅᓴᖅᑲᖅᑕᒪᓕᖅ ᖃᖅᑐᓄᓐᓀᑦ ᓄᓇᕗᑦᐊᖏᑦ
ᐃᓕᓐᓂᐊᖅᑎᖅᑎᑎᓂᖅᓯᒪᓕᖅ. ᑕᒪᓐᓇ ᐃᓕᒪᕆᓕᔪᒍ, ᑕᒪᓄᐊ
ᐃᓕᒪᖅᑲᖅᑕᖅᑐᓕ ᐃᓕᓐᓂᐊᖅᑎᕐᓂᓕ ᐊᐅᓚᐸᓇᖏᑦᑐᑐᓄᑦ
ᓂᓗᐅᖅᑲᖅᑕᖅᑐᓴᖅᓯᒪᓕᖅ ᐃᓐᓇᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᓯᒪᓂᖅ
ᐃᓕᓐᓂᐊᖅᑲᖅᑕᖅᑐᓕ ᓕᓕᑐᓴᖅᓴᐃᓗᒍᐊᖅᓇᕆᑕᓕᑕ ᐅᑯᓂᓴᖅ
OXFORD,CAMBRIDGE, HARVARD, ᐊᓪᓚᓗ YALE
ᓕᓕᑐᓴᖅᓴᐃᓗᓂᓪᓚᑦ. ᓄᓇᕗᑦᐊᖏᒍᓕᑦ
ᑕᐃᒪᓇᐃᓕᐅᖅᑲᖅᑕᓕᐅᖅᓂᕐᒪᖏᓐᓄᑦ ᐊᓕᖏᓂᓇᓂᑦ
ᐃᓕᓐᓂᐊᖅᑎᑎᑕᐅᕗᑦᐅᖅᑐᓂᓪ ᐃᓕᓐᓂᐊᖅᑐᖅᑲᖅᑕᖅᑐᓗᓂᓪ.

ᐃᓐᓇᐃᑦ ᐃᓕᓴᐃᖅᓯᒪᑦ ᐃᓕᓴᐃᖅᑲᖅᑕᖅᑐᑦᑕᓕᑦ
ᐃᓄᑐᖅᑲᓕᐅᕗᑦᓂᓪ ᐅᖅᑲᓕᒪᓂᖅᑎᓂᓪ ᐊᓪᓚᓗ ᑎᑎᕋᕗᓴᖅᑎᓂᓪ.
ᑕᒪᓐᓇ ᐱᓕᓇᐊᓇᖅᓱᓯᒪ ᐊᐅᓕᓂᕐᓂᐊᖅᑐᖅᑲᖅᑕᓪᓚᑦ. ᑲᑎᒪᑎᓕᓪᓕᑦ,
ᐊᐅᓚᓴᐃᖅᓯᒪᑦ

ᐊᓂᐊᓂᓪ ᐊᑐᑭᐃᓇᕆᐅᔪᒍᓕᑦ ᓄᓇᕗᑦᐊᖏᑦ ᐊᑕᐅᓂᓕᑦᑐᓪ
ᕿᓇᕗᑦᐊᖏᓕᓴᐃᖅᐲᖅᓯᓕᑦ ᐅᑭᐅᖅᑕᖅᑐᖅᓴᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᓯᒪᓂᖅᓴᖅ
ᑐᓴᖅᓯᒪᔪᓂᓪᓚᑦ ᐊᓪᓚᓗ ᐃᓕᓐᓂᐊᖅᑎᑎᓂᐅᔪᓂᓪᓚᑦ ᐊᑐᑭᐃᓇᕆᐅᔪᒍᓕᑦ
ᐃᓕᓐᓂᐊᖅᑎᑎᑕᐅᓂᓪᓚᑦ ᕿᓇᕗᑦᐊᖏᑦᑐᑐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᓯᒪᓂᖅᓴᖅᑐᑦ.
ᕿᓯᐊᓂᓪ, ᓴᓐᓇᐅᔪᓵᖅ ᐱᖅᐅᖅᓯᐊᓂᖅᑲᖅᑕᖅᑐᓕ ᐊᓪᓚᓗ ᓕᕐᓂᓕᑎᓴᓂ
ᐱᖅᐅᖅᓯᐊᓂᖅᑲᖅᑕᖅᑐᓴᖅᓯᒪᓕᖅ, ᑕᒪᓐᓇ
ᐃᓕᓐᓂᒪᓕᒃᑲᓂᕐᓂᕆᔨᑦᑐᓐᓇᐊᖅᑲᖅᑕᖅᑐᓕ ᐃᓕᓐᓂᐊᖅᑎᑎᖅᑲᖅᑕᖅᑐᓂᓪ
ᑕᒪᓄᐊ ᓇᓂᑐᐃᓐᓇᖅᑲᖅ ᐃᓕᓐᓂᐊᖅᑎᑎᓂᐅᑕᐅᓴᖅᑲᖅᑕᖅᑐᓕ
ᓴᓚᒃᓴᓂᓴᖅᓯᒪᓂᖅ ᐅᑭᐅᖅᑕᖅᑐᑐᓕᓪᓚᑦ ᐊᑐᖅᑕᖅᑐᐅᓪᓚᑦ.

ᐃᓕᓐᓂᐊᖅᑎᑎᓂᓪᓚᑦ ᑲᑎᒪᓐᔪᑦᓴᒃᑲᓐᓂᖅᑐᓂᓪ ᐃᓕᓐᓂᐊᖅᑐᓕ
ᓄᓇᕗᑦᐊᖏᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᓴᖅᑲᖅᑕᖅᑐᒥᓂᖅᓯᒪᓕᖅ ᐊᓪᓚᓗ ᓄᓇᓕᒪ
ᐃᑲᓴᓂᓴᖅᑲᖅᑕᖅᑐᓕᓪᓚᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᓂᐅᑕᐅᓂᓪᓚᑦ ᓕᕐᓂᓕᑎᓴᓂ.

Education of Adults

TRADITIONAL OR INNOVATIVE RESPONSE TO THE CHALLENGE?

The provision of adult-education services for the people of the Northwest Territories faces challenges similar to those faced by all program planners in the north. Our small, culturally diverse population, which is spread over one third of the world's second largest nation, demands innovative responses to difficult questions and a pioneering spirit in planning and implementing new programs. The lack of human and financial resources makes some experiments too costly to be realistic. But, in our opinion, one of the most serious inhibitions that faces innovative responses is the conviction held by some persons that, to have equal access to education, the programs in the north must be the same as those in the south. Taken to its logical extreme, these persons would expect students from the Northwest Territories to continue on to universities like Oxford and Cambridge, Harvard and Yale. In fact, many nations that were formerly colonies, including Canada, have been doing precisely that for the past two centuries or more.

The obvious alternative is to establish a university of traditional style at some central location in the Northwest Territories and provide a traditional university curriculum for its students. However, when we consider the present and future needs of the Northwest Territories, this solution would do no more than assuage the fears of persons who mistakenly believe that a standard program of education must be exactly the same as a program already established as "standard" somewhere else.

The Special Committee on Education believes that the Northwest Territories' history and geography can greatly help in the planning of programs for the future. In the past, our small population and the lack of a well-entrenched tradition of education have been viewed as liabilities. In fact, our small population should encourage the development of individualized programs, and our lack of entrenched traditions should encourage the development of innovative responses, such as the Arctic College, which will combine attractive features of universities, technical institutes, and community colleges.

ᐃᓄᐃᐃᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑕᐅᓂᖏᓐᓂᑦ

ᑭᒃᒍᓕᕆᑎᒃᓴᓂ, ᐊᒥᓱᓄᖏᓐᓂᒃᓴᓂ ᓄᓇᕗᑦᐊᖅᓯᒪᔪᓂ ᐊᒻᒪᓗ
ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᔪᓐᓇᖅᑕ ᐃᓕᓴᕐᑯᓯᓚᓯᒪᓕᕆᔨᒃᑯ
ᐊᓯᔪᓇᑭᑕᐅᓇᓯᒪᓕᓐᓂᑦ. ᑭᓯᐊᓂ, ᐊᒥᓱᓄᖏᓐᓂᑭᓂᐅᕆᑦ ᓄᓇᕗᑦᐊᖅᒥ
ᐃᓕᓴᕐᓂᐊᖅᑎᑕᐅᔪᓂᖅᓯᒪᒥᑦᑐᒃ
ᐊᓯᔪᓇᒃᑭᓚᓴᓕᓴᕐᑎᕗᓂᖅᓴᓕᓴᕐᓂᐊᖅᓯᒪᓕᒃ ᐊᒻᒪᓗ
ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᔪᓐᓇᖅᓯᒪᓂᖅ ᐃᓕᓴᕐᑯᓯᓚᓴᐅᓯᔪᒃ
ᐊᓴᓯᓕᓴᕐᓂᓴᓕᓴᕐᑎᕗᓂᖅᓴᓕᓴᕐᓂᐊᖅᓯᒪᓕᒃᑕ, ᑭᓱᓕᓗ ᐅᑭᐅᓴᓴᑕᐅᔭᒥ
ᐃᓕᓴᕐᓂᐊᖅᓯᐃᓚᓯᐊᓴᓴᑕᐅᔪᓂᖅᓯᒪᒥᑦᑐᒃ, ᑕᕐᓇ ᐃᓕᓴᕐᑲᓂᐊᖅᓂᓗ
ᓯᓚᑐᓴᓴᓴᖅᓯᐃᓚᓯᓚᓂᖅᑐᒃ ᐃᓕᓴᕐᓂᐊᖅᓯᐃᓚᓂᖅᓴᓗ ᐊᓯᔾᔨᕐᓂᖅᑐᒃ.

ᓚᕿᒪᓴᕐᓂᖅ ᐃᓴᓴᑲᓇᐃᕐᓴᓴᑲᓯᓚᐅᓴᓴᑲᑎᓕᓂᐅᓴᓴᑲᓴᕐᒥᑦ,
ᐱᕿᓕᓚᐊᓕᓂᐅᓴᓴᑲᓴᕐᒥᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᓯᒪᒥᑦᑐᒃᑐᑦᓯᓂᐅᓴᓴᑲᓴᕐᒥᑦ ᑲᑎᕐᓂᖅ
ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᔪᓐᓇᖅᓯᒪᓂᖅᓴᓗᒃᑐᑦ ᑕᒪᓴᕐᓂᐊᖅᓯᒪᓕᒃᑕ. ᐃᓕᓴᕐᓂᐊᖅᓯᒪᓕᒃᑕ
ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᔪᓐᓇᖅᓯᒪᓂᖅᓴᓗᒃᑐᑦ ᐃᓕᓴᕐᓂᐊᖅᓯᒪᓕᒃᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᔪᓐᓇᖅᓯᒪᓂᖅᓴᓗᒃᑐᑦ
ᐃᓕᓴᕐᓂᐊᖅᑐᑦᓯᔪᓐᓇᖅᓯᒪᓂᖅᓴᓗᒃᑐᑦ

Education of Adults

ᐃᓕᓴᕐᓕᓕᐊᕐᓂᓐᓇᖅᓯᒪᓕᖅ, ᐊᖏᓪᓗ ᐃᓕᓐᓂᐊᕐᑎᓕᐅᖅᑕᐅᓴᒪᓕᕆᓂ ᐃᓕᓐᓂᐊᖅᑕᐅᓴᓕᕆᓂᖅᓱᓐᓂᒃᑲᓇᐃᖅᑲᓱᒪᓕᖅ ᐊᖏᓪᓗᐃᑦᑐᓕᐅᑎᖅᑲᖅᑎᓴᕐᓂᓪᓗᒍᑦ ᐃᓗᐊᓴᕐᓂᐊᓐᓄᑦ. ᐃᓐᓇᐃᐃᓐᓂᒃ ᐃᓴᕐᓚᖅᓴᓪᓗᒍᑦ ᐃᓕᓐᓂᐊᖅᑲᓇᑕᐅᓐᓇᖅᑐᑦᑲᓇᐃᖅᑲᓱᒪᓕᖅ ᐊᖏᓪᓗ ᑕᒪᐃᐊᓕ ᐃᓕᓐᓂᐊᕐᑕᐅᓴᖅᑕᕐᓗᑎᒃ ᐃᓕᓐᓂᐊᕐᑕᐅᓴᓐᓇᓴᖅᑕᕐᓗᑎᒃ.

FORT SMITH ᐃᓕᓐᓂᐊᖅᐃᓕᓚᓂ ᐃᓴᓚᖅᓴᓕᕐᓗᒍᑦ ᐃᓕᓐᓂᐊᖅᑲᖅᑕᕐᓚᑕ, ᓄᓇᓕᓂᐊᕐᑕ ᐃᓕᓐᓂᐊᕐᑕᐅᓴᓐᓇᖅᑕᕐᓚᑕ ᐊᑐᑎᖅᑲᓴᐊᖅᑐᑎᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᓄᑦ. ᑲᑎᒪᑎᓪᓗᒍᑦ FORT GOOD HOPE-ᒥ

ᐃᓴᒪᒃᑕ ᐃᓕᓐᓂᐊᖅᐃᓕᓐᓂᕆᓐᓇᖅᑐᒃ ᐃᓕᓐᓂᐊᖅᐊᖏᓪᓗᓇᓕᖅᑐᓂᒃᓴᒪᓕᕆᓂ, ᐃᓄᓐᐃᑦ ᐃᓕᐃᓐᓇᓂᐊᕐᓂᑎᓄᑦ, ᐅᓇᕗᑦᓂᑦ ᐃᓕᐃᓐᓇᓂᐊᕐᓂ ᐃᓕᓐᓂᐊᖅᑐᑎᓄᑦᑲᓇᐃᖅᑲᓱᒪᓕᖅ. ᖃᐅᑭᐅᖅᑕᓪᓗᒥ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᑎᑕᐅᓂᕆᐅᔪᓐᓇᓂᑦ.

ᐅᓂᒃᑲᐅᓴᓐᓇᓕᖅ ᐃᓐᓇᐃᑦ ᐃᓕᓐᓂᐊᖅᑐᓂᒃᓴᒪᓕᖅ ᐱᒋᐊᓕᐅᑎᖅᓴᒪᓕᒃᑕᒪᓕᖅ 1960-ᑦ ᐊᑐᖅᑎᓪᓗᒍᑦ ᐃᓕᓐᓂᐊᖅᑐᑎᖅᑲᓴᐊᖅᑐᑎᓂᒃᓴᒪᓕᕆᓂ ᐊᑐᓂᕆᒥᒃ ᑲᒪᕗᑦᐊᖅᑐᓂᒥᒃ, ᐊᖏᓪᓗ ᐃᓐᓇᐃᐃᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᓄᑦᐱᒋᐊᓕᐅᑎᖅᓴᒪᓕᒃᑕᒪᓕᖅ ᐱᐅᔪᓐᓇᖅᑐᓂᒃᓴᒪᓕᕆᓂ ᑕᐃᕗᑦᓂᒪᓂᖅ. 1970-ᑦ ᐊᑐᓕᖅᑎᓪᓗᒍᑦ ᐃᓐᓇᐃᐃᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᑎᒍᑦᑲᓇᐃᖅᑲᓱᒪᓕᖅ ᐃᓗᐊᓕᐅᑎᖅᓴᒪᓕᒃᑕᒪᓕᖅ ᐃᓗᐊᓕᐅᑎᖅᓴᒪᓕᒃᑕᒪᓕᖅ ᐃᓕᓐᓂᐊᖅᑐᑎᑎᒍᑦᑲᓇᐃᖅᑲᓱᒪᓕᖅ ᐃᓐᓇᐃᐃᓐᓂᒃ ᐃᓕᓐᓂᐊᖅᑐᑎᓄ

ᐃᖅᓇᐃᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖏᑦ

ᐊᑐᑦᓴᖃᕐᓂᐊᖅᑐᓴᖅ ᐊᒻᒪᓗ ᑐᑭᖃᕐᓂᐊᖅᑐᓴᖅ
ᐊᑐᓕᕐᑯᓇᖅᓯᕐᓂᒪᒪᓗᐊᕐᕋᑦ ᐃᖅᓇᐃᑦ ᐃᓕᓴᕆᔨᐊᖅᑐᓕᕆᓴᖅᓯᕐᒥᑦ
ᒥᖅᓱᓄᑦ. ᑕᖅᑯᐊ ᐊᑐᓕᑦᑯᓴᑦ ᐊᑐᓕᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ
ᓂᐅᓕᕆᐊᖅᑎᖏᓂᒪᒪᓕᕆᓴᖅᑐᖅᓴᐅᑦ ᐱᓕᕆᐊᕆᐅᐅᓕᖅᑐᓴᖅ
ᓄᓇᓕᓂᐊᕐᑎᑦ ᐊᐅᓕᖏᓂᐊᖅᓴᖅᑐᓕᖅᓴᓕᕆᔨᓗᓄᓇᓕᖅ ᑲᓇᑕᐅᑦ
ᐊᐃᖅᑐᖅᓂᒪᓴᖅᓂᓄ ᐱᓕᕆᐊᕆᐅᓴᖅᓂᓄᑦ, ᑕᒪᖅᑕ
ᐃᓕᓄᐊᑎᑐᖅᑕᐅᐅᓕᑦ ᐊᓪᓚᓇᓕᖅᑐᖅᓴᓕᕆᔨᒪᖅᓂᒪᓕᕆᓴᖅᓯᕐᒥᑦ
ᐃᓕᓴᕆᔨᐊᖅᑐᓕᕆᓴᖅᓯᕐᒥᑦ.

ᓄᓇᕋᑎᓴᓂ ᐃᓕᓴᕆᔨᐊᖅᐃᓄᖅ ᓴᓇᓵᐅᐅᓪᓚᖅᑐᖅ ᐅᓪᓚᕋᑎᓴᓄᑦ
ᑐᖃᓴᒪᓕᕆᐊᖅᑲᖅᓯᒪᑦ ᐃᓕᓴᕆᔨᐊᖅᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᓄᓇᓕᖅ --
ᐱᓕᓪᓚᕐᓂᖃᖅᑎᓕᕆᑦ ᑭᓪᓚᐊᓂ ᐱᓕᒍᓄᓇᓵᕋᖅᓯᑦ. ᑲᑎᒪᓕᕆᓴᖅᓯᕐᒥᑦ
HAY RIVER INDIAN VILLAGE-ᒥ

ᐃᖃᓗᓯᒪᓕᕆᓴᖅ ᐃᓕᓴᕆᔨᐊᖅᓄᓇᕋᖅᑐᖅᑕ ᐃᓕᓴᕆᔨᐊᖅᐃᓕᖅᒥ
ᐃᓕᓴᕆᔨᐊᖅᓯᓕᖅᑐᐊᖅᑎᓕᑐᐃᓄᖅᑕ, ᐊᓪᓚᕆᐊᖅᓂ
ᐃᓕᓴᕆᔨᐊᓇᖅᑐᕋᖅᑐᖅᑕ ᐊᑯᓂᐅᓪᓚᕆᑦ.

ᐃᓄᐃᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ ᐊᑐᓕᑦᑯᓴᑦ 37

ᐃᓕᓴᕆᔨᐊᕐᓂᖅᑎᓕᕆᑦ ᐃᓕᓴᕆᔨᐊᖅᐸᓴᕆᔨᓴᖅ ᒪᓕᒐᑎᔪᑦ
ᐃᑦᓴᖅᓂᖅᑕᐅᓪᓚᕆᐊᖅᑦᓴᖅᑐᓴᖅ.

ᐃᓄᐃᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ ᒪᓕᒐᖅᑐᓴᖅᓯᕐᒪᓕᒃᑐᑦ,
ᐃᓕᓴᕆᔨᐊᖅᑐᓕᕆᓴᖅᓱᐅᑦᓯᑦ ᐊᓪᓚᓕᑎᑦᓴᖅᑦᑕᓕᒃᑐᑦ
ᐱᓇᐅᓵᖅᓴᖅᑕᖅᑎᑕᐅᓴᖅᓯᕐᓄᓇᓕᖅ ᐃᓄᐃᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ,
ᐱᓕᕆᐊᖅᓯᕐᒥᑦ ᑲᓴᖅᓴᐅᓴᖅᓯᕐᒥᑦ, ᐊᓪᓚᕆᓗ
ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒪᑕᐅᓴᖅᓯᕐᒥᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᓕᐅᔪᓴᖅᓯᕐᒥᑦ.
ᐊᑐᓕᑦᑯᓴᑦ ᑐᑭᓯᐊᓂᕐᑎᑦᓴᖅᑐᓴᖅ ᒪᓕᒐᓕᐅᔪᓴᖅᑕᖅᑐᑦ ᑭᖑᓂᖅᑐᑦ
ᓄᓇᕋᖅᑐᐊᖅ ᒪᓕᒪᖅᓯᕐᒥᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᖏᓐᓂᖅᑐᓴᖅᓯᕐᒪᑕᐅᓴᖅᓯᕐᒥᑦ
ᓄᓇᕋᖅᑐᐊᕆᐅᑕᖅᓂᖅ ᖃᓄᐃᓕᐊᖅᑐᓴᖅ ᐊᒻᒪᓗ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ
ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒪᑕᐅᓴᖅᓯᕐᒥᑦ ᐱᓕᕆᐊᖅᑐᓕᕆᓴᖅᓯᕐᒪᑕᐅᓴᖅᓯᕐᒥᑦ.
ᒪᓕᒐᒪᖃᖅᑐᓕᕆᓴᖅᓯᕐᒥᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ ᒥᖅᓱᓄᑦ
ᒪᓕᒐᐃᑦ ᐃᓕᓴᕆᔨᖃᖅᑐᑎᓪᓗ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᓄᓇᓕᖅ
ᒪᓕᒐᓕᐅᔪᓴᖅᑕᖅᑐᑦ.

ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ ᐊᑐᐊᒪᖅᑕᖅᑐᖅᑕᐅᓴᖅᓯᕐᒥᓪᓚᕆᑦ,
ᐊᒻᒪᓗ ᑐᓴᖅᑎᑐᐃᓕᓴᕆᔨᓂᒪᓕᖅ ᐊᐅᓚᖅᑐᖅᑕᐅᓴᖅᓯᕐᒥᑦ ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒥᑦ
ᐃᓕᓴᕆᔨᐊᖅᑎᑕᐅᓴᖅᓯᕐᒪᑕ ... ᑕᐃᒪᓕ ᐊᐱᓕᕐᒪᑐᐃᔪᓴᖅ, ᓂᐅᒪᑦ

ADULT EDUCATION RECOMMENDATION 37

A program of post-school education shall have a statutory basis.

Because adult education has no legislative basis, the Department of Education has met difficulties in securing and allocating budgets, securing staff, and developing consistent programs.

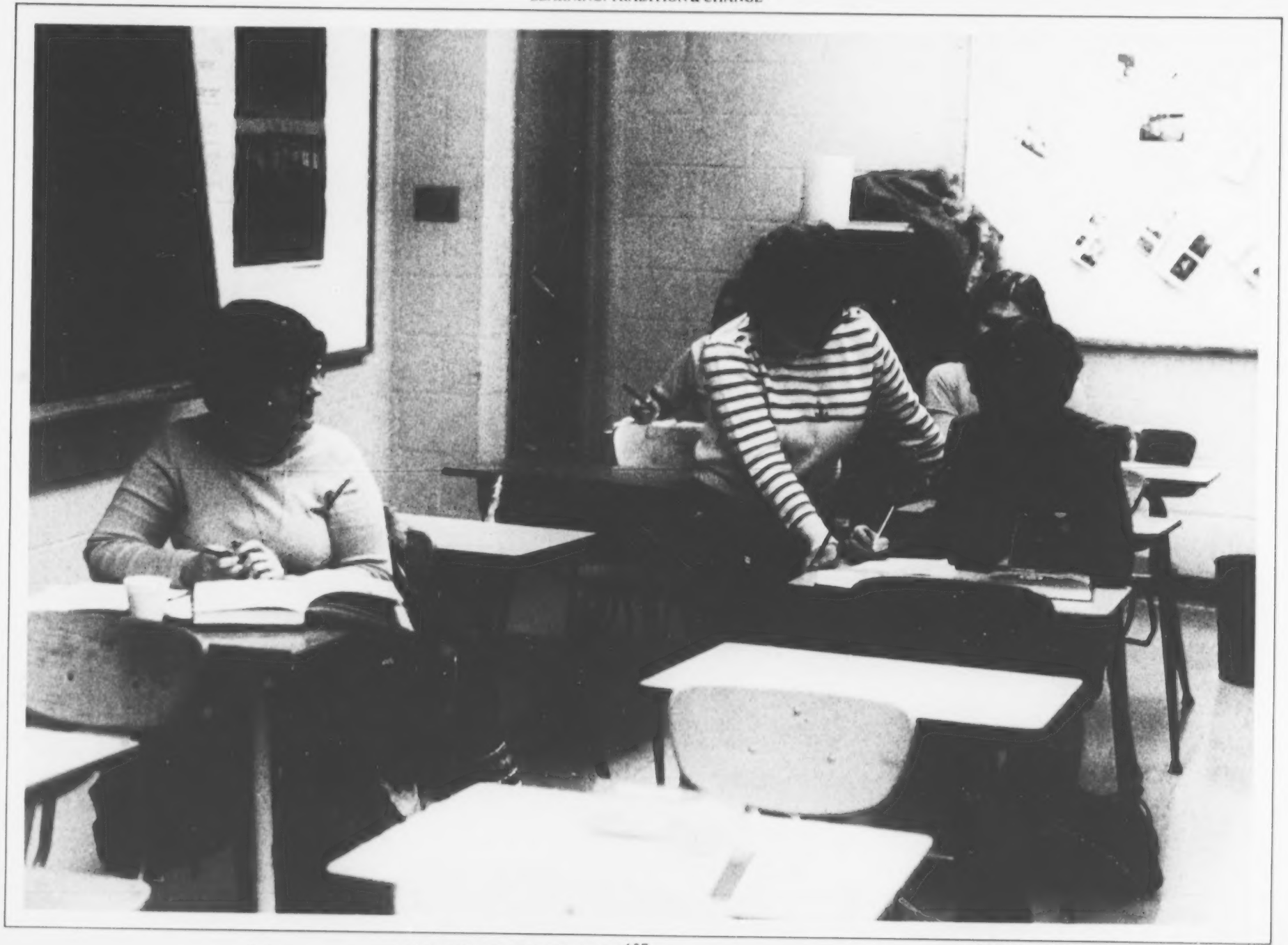
If there is not a firm policy for adult education, if adult education can only look forward to handouts at the expense of other programs . . . all we can ask is, "Why have education at all if it's not going to continue throughout our lifetime?" *Public Hearing, Rae-Edzo.*

We recommend clearly written legislation to establish the Government of the Northwest Territories' commitment to its people to provide life-long opportunities for learning and to ensure that the persons responsible for the adult-education program have a clear mandate for action. This legislation could be an independent ordinance or part of a rewritten Education Ordinance.

ADULT EDUCATION RECOMMENDATION 38

An independent board of governors shall be responsible for post-school programs, collectively called the Arctic College.

We consider it essential for this new post-school educational system, which we have called the Arctic College, to be governed by an independent board of governors who are citizens of the Northwest Territories. Some representatives on this board shall be designated by the divisional boards of education and by the Northwest Territories Teachers' Association; other persons shall represent labour, industry, and the public.



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ᐃᖅᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑕᐅᓂᖅᓯᑦ

ᐃᓕᖅᓂᐊᖅᑐᑎᓂᓂᖅᑕᖅᑲᖅᑲᓪ ᑕᒪᖅᓇ ᐃᓗᐊᓕᒫᓂᖅᓯᒪᓂᖅᓂ ᐊᑐᑭᖅᓯᐊᖅᓂᖅᑐᑦ? ᑲᑎᒪᑎᓕᓵᕆᓕ, RAE EDZO-ᒥ

ᐃᖅᓇᐃᑦ ᐃᓕᖅᓂᐊᖅᑎᑕᐅᓂᖅᓯᑦ ᐊᑐᑭᖅᓯᐅᑉᐳᖅ 38

ᓇᓴᒥᓂᖅ ᐊᐅᑕᖅᓵᑎᑲ ᑲᑎᒪᓕᐅᓂᐊᖅᑐᑦ ᑲᒪᒥᐅᖅᑲᖅᓂᐊᖅᑐᖅᑕ
ᐃᓕᖅᓂᐊᖅᓱᓂᕐᓂᒥᒪᓴᑦ ᐃᓕᖅᓂᐊᕈᑎᑲᖅᓵᕆᖅᓂᖅ, ᒪᑲᓂᐊ
ᐃᓕᖅᓂᐊᖅᓯᐃᖅᑲᖅᓵᑎᑲ
ᐅᑭᐅᖅᑲᑕᖅᑐᑦ ᐃᓕᖅᓂᐊᖅᓯᐃᖅᓴᓴᐊᖅᑲᒥᒥᑲ

ᐃᓕᒪᒪᖅᑕ ᐱᑕᖅᑲᓇᐊᖅᑲᖅᓂᖅᓱᒪᓂᖅ ᐃᓕᖅᓂᐊᖅᑎᓱᓂᒥᒪᓴᑦ
ᐃᓕᖅᓂᐊᖅᑲᖅᓴᓂᖅᓂᖅᓱᒪᖅᓂᖅ, ᒪᖅᓇ ᐃᓕᖅᓂᐊᖅᓯᐃᖅᓂᐊᖅᑐᖅᑐᑲ
ᐊᑎᖅᑲᖅᓂᓂ ᐅᑭᐅᖅᑕᖅᑐᑦ ᐃᓕᖅᓂᐊᖅᓯᐃᖅᓴᓴᐊᖅᑲᒥᒥᑲ, ᒪᖅᓇᐊᓗ
ᐊᐅᓕᑕᐅᓗᑎᒃ ᑲᑎᒪᓕᐅᓂᐊᖅᑐᖅᑐᑦ ᓄᓇᕐᓂᐊᕆᐅᑕᐅᓴᓂᖅ.
ᒪᖅᓇᓄᓱᒪ ᑲᑎᒪᓕᐅᓴᓴᑦ ᐃᓕᓱᕆᑦ ᑎᓪᓗᕆᓂᖅᓂᖅᓱᒪᖅᓂᖅᑐᖅᑕ
ᐊᐃᖅᑐᑲᓄᕐᓗᒍᓴᓂ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᑲᑎᒪᓕᐅᓴᓴᓂ ᐊᒥᓗ
ᓄᓇᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᐅᕐᓂᐊᖅᑐᑦ ᑲᑎᒪᓕᐅᓂᐊᖅᑐᑦ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ;
ᐊᓕᓱᑦᑕ ᒪᖅᓇᓄᓱᒪ ᑲᑎᒪᓕᐅᓴᓴᑦ ᑭᒃᑯᓕᖅᑐᑐᖅᑐᑦᓯᑦ,
ᑲᓇᕐᓂᐊᖅᑐᑦ ᐊᒥᓗ ᐃᓗᓱᓂᖅᑐᑦ.

ᐃᖅᓇᐃᑦ ᐃᓕᖅᓂᐊᖅᑎᑕᐅᓂᖅᓯᑦ ᐊᑐᑭᖅᓯᐅᑉᐳᖅ 39

ᒪᓕᒃᓱᓂᖅ ᐃᓕᖅᓂᐊᖅᑐᓴᓱᓄᑦ ᐃᓕᓴᕐᓂᑲᑎᓕᐅᓂᖅ ᑎᑕᐅᓂᐊᖅᑐᖅᑕ
ᒪᖅᓄᐊ ᑲᒪᒥᐅᖅᑲᖅᓂᐊᖅᑐᖅᑎᑦ ᐅᖅᑲᓄᖅᑎᒥᐅᓂ ᐅᐊᑕᓂᖅᒥᐅᓂᓗ
ᐃᓕᖅᓂᐊᖅᑐᖅᓴᓱᓄᑦ ᐃᓕᓱᒥᖅᓂᖅ ᑲᑎᒪᓕᐅᓂᐊᖅᑐᑦ ᐅᖅᑲᓄᖅᑎᒥᐅᓂ
ᐊᐅᓕᑕᐅᓗᑎᒃ ᑲᑎᒪᓕᐅᓂᐊᖅᑐᑦ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐃᓕᓴᕐᓂᑲᑎᓕᐅᓂᖅ
ᐊᑐᑭᖅᓯᐅᑉᐳᖅ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐃᓕᓴᕐᓂᑲᑎᓕᐅᓂᖅ ᐊᑐᑭᖅᓯᐅᑉᐳᖅ
ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐃᓕᓴᕐᓂᑲᑎᓕᐅᓂᖅ ᐊᑐᑭᖅᓯᐅᑉᐳᖅ

ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐊᐅᑕᖅᓵᑎᑲ ᐊᐅᓕᑕᐅᓗᑎᒃ ᑲᑎᒪᓕᐅᓂᐊᖅᑐᑦ
ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐃᓕᓴᕐᓂᑲᑎᓕᐅᓂᖅ ᐊᑐᑭᖅᓯᐅᑉᐳᖅ 40

ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐃᓕᓴᕐᓂᑲᑎᓕᐅᓂᖅ
ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐊᒥᓗᓂ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ
ᐊᑐᑭᖅᓯᐅᑉᐳᖅ ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐱᑕᖅᑲᓇᐊᖅᑲᖅᓂᐊᖅᑐᖅᑐᑦᓯᑦ
ᐃᓕᖅᓂᐊᖅᑐᑐᖅᑐᑦᓯᑦ ᐱᑕᖅᑲᓇᐊᖅᑲᖅᓂᐊᖅᑐᖅᑐᑦᓯᑦ

ADULT EDUCATION RECOMMENDATION 39

Two principals shall be appointed to oversee the development of several eastern and western campuses of the Arctic College.

In structuring operations, the governors of the Arctic College must take notice of great differences between the eastern and western regions of the Northwest Territories by appointing two principals to oversee, develop, and guide the campuses under their jurisdictions. The principals' first priority must be to make certain that the programs offered meet first and foremost the needs of the population they are meant to serve. They must resist any temptation to adopt inappropriate features of southern institutions, and they must work hard to develop local solutions to particular needs.

ADULT EDUCATION RECOMMENDATION 40

Post-school programs shall be offered on many campuses, with each one specializing in a major program.

We regard the establishment of a single all-purpose college campus in the Northwest Territories as likely to be inappropriate and ineffective.

For example, a campus in or near the Mackenzie River delta might specialize in activities related to the petrochemical industry. A campus specializing in training for the trades, already well begun at Fort Smith, might remain there. Training in the management of renewable resources might be located in the eastern Arctic. A cultural college campus might be created in cooperation with the Inuit Cultural Institute in the Keewatin region.

Culturally, Fort Smith is very different from the Baffin region. A very able and tough student from here, who had managed to cope with the situation, stated that he spent the first three months learning to survive. And this took all his energy and determination. Course work becomes a lower priority. *Brief, Baffin Region Adult Educators.*

Education of Adults

ᐃᓕᒪᒐᑦ ᓄᓇᕗᑦᑎᓪᓗᒍ ᐊᑕᐅᓯᖏᓐᓄᑦ ᐃᓕᓴᕐᕕᖏᓐᓄᑦ ᑲᓇᑕᒫᒃᓴᓂᐅ ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃ ᐊᒃᐅᓇᖅᑐᓪᓗᒍᒪᒃᑯᓗᒃ, ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑐᑦ ᐅᐊᓕᓂᑦ (MACKENZIE RIVER DELTA-ᒥ)
ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᕗᑕᓴᕐᕕᖏᓐᓄᑦᑐᑦᑕᖅᑐᑦᑕ ᐅᖃᖅᑲᐊᑕᓂᓗᓂᒥᓄᑦ ᖃᓄᖅᑲᐅᔾᔨᒃᑯᓗᒃ. ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃᑕᑦᑐᒥᑕᓂᓂ ᖃᓄᓂᒪᑦ ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᑕᐅᖅᑕᖅᑐᓂᒃ, ᑕᒪᓐᓇ ᐱᒋᐊᖅᑕᐅᓕᕆᔨᐊᓂᖅᓯᒪᔪᑦ FORT SMITH-ᒥ ᑕᐃᑲᓴᑐᐃᓐᓇᓂᒃᓯᒪᓂᖅ.
ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃᑕᑦᑐᒥᑕᓂᓂ ᐅᒪᔨᐃᑦ ᑲᒪᒋᐳᐅᓂᒃᓯᒪᓕᒃ, ᒥᓇᐃᓂᒃ ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃᑕᑦᑐᒥᑕᓂᓂ ᐅᖃᖅᑲᐊᑕᐅᓂᒃᑐᖅ ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃᑕᑦᑐᒥᑕᓂᓂ ᐱᔪᓐᓇᖅᑐᑦᑕ ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃᑕᑦᑐᒥᑕᓂᓂ ᐃᓄᐃᑦ ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃᑕᑦᑐᒥᑕᓂᓂ ᐱᔪᓐᓇᖅᑐᑦᑕ ᐃᓕᓴᕐᕕᖏᓐᓄᑦᑎᐊᓂᒃᑕᑦᑐᒥᑕᓂᓂ

ᐃᓄᐃᑦ ᐃᓕᓴᕆᔨᖅᑎᑕᐅᓂᖏᑦ

ᔪᓐᓇᑦ 11 ᐊᒻᒪᓗ 12 ᐊᔪᖏᓐᓄ ᐃᓕᓴᕆᔨᖅᑎᑕᐅᓂᖏᑦ

ᐊᑐᓕᔪᓐᓇᐅᑎᖅᑕ ᒪᑯᔪᐊ ᖃᔪᓐᓇᑦ ᐊᐃᓐᑐᖅᓯᒪᔭᓂ ᐃᓕᓴᕆᔨᖅᑎᑕᐅᓂᖏᑦ ᑲᒪᒋᔭᖅᑎᓯᖃᖅᑐᑦ ᐃᓕᓴᕆᔨᖅᑎᑕᐅᓂᖏᑦ ᐃᓕᓴᕆᔨᖅᑎᑕᐅᓂᖏᑦᓯᒪᓕᒃ ᐃᓕᓴᕆᔨᖅᑎᑕᐅᓂᖏᑦᓯᒪᓕᒃ ᐃᓄᐃᑦ 10-ᒧᑦ, ᒪᓕᒃᓴ ᐃᓄᐃᑦ 10 ᐃᓕᓴᕆᔨᖅᑎᑕᐅᓂᖏᑦ

Education of Adults

ᐊᐅᓕᕐᓂᐅᕐᔪᓂᑦ ᐅᖃᐅᓯᐅᔪᓐᓇᖅ ᐃᓄᖅᓂᑦ
ᑲᑐᖅᖃᑎᒌᒃᓴᓕᓐᓄᑦ. ᑕᒪᓐᓇ ᑲᒪᕐᓂᐊᖃᑎᒌᒃᓴᓂᐅᑎᒃ
ᐱᓕᕆᐊᕆᐅᔪᓐᓇᖅ ᐅᑭᐅᖃᖅᑕᕐᑐᑦ, ᐊᒻᒪᓗ ᓄᓇᓕᑦ
ᐱᔪᒪᖅᑭᒡᓗᓐᓇᖅ ᐱᔪᓐᓇᖃᖅᑎᑦᓯᓕᕐᓂᖅ. ᐱᓗᐊᖃᖅᑐᑦ
ᑐᓴᐅᒪᑎᓕᓴᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅ ᖃᖅᑲᓐᓇᑦ ᓄᓇᕗᑦ
ᐃᓕᓐᓂᐊᖃᖅᑐᓕᕆᓂᖅᓴᒪ ᐱᔪᒻᒥᐊᓂᖅᓴᒪᓂᖅ.

Jᓴᑦ 10 Jᓴᑦ 10-ᒥᑉ ᐃᓕᓐᓂᐊᖃᕐᓂᖅᓴᒪᔪᑦ
ᐃᓕᓐᓂᐊᕿᓇᖅᑕᖅᑲᑕᕐᓗᐊᖃᖅᑎᓪᓗᒥᑦ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᕐᓗᔪᐊᓂ
ᐃᓕᓐᓂᐊᕿᑎᑎᒋᔭᐅᔪᓐᓇᖅ, ᐃᓕᓴᒥᑦ ᐃᓄᐃᓗ
ᐃᓕᓐᓂᐊᖃᖅᑐᖃᖅᑐᒥᐅᔭᕐᓂᖅᓴᒪᒃᑯ Jᓴᑦ 10-ᒥᑉ. ᑕᐃᒪᓕ
ᐊᑐᓕᕆᔨᓴᒪᑦ ᑕᒪᔪᓂ ᐅᑭᐅᖃᖅᑕᕐᑐᒥ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᕐᓗᓂᒃᓴᒪ
ᑕᒪᑐᒥᓴᒪ ᑲᒪᒋᔭᖅᑲᕆᔨᓴᒥᑦ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᕐᓗᔪᖅ
ᐃᓕᓐᓂᐊᖃᖅᑎᖅᓯᓂᖅᑲᕆᔨᓴᒥᑦ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᕐᓗᔪᐊᓕ ᐅᔪᓐᓇᕐᓂᐊᓂᖅ
ᓄᓇᓕᓴᓂ ᐃᓐᓇᐃᓕᑦ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑎᒍᓕᑦ.

ᐅᑭᐅᖃᖅᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᕐᓗᐅᔪᑦ ᐃᓕᒥᓂᐊᖃᖅᑕᖅᑕᓴᒥᑦ
ᓇᔪᖅᑕᑎᐅᔪᓐᓇᕐᓂᖅᓴᒪ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᖃᖅᑐᑦ
ᐱᑕᖅᑎᓪᓗᖅᑲᖅᓯᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ, ᐊᒻᒪᓗ ᐊᑐᕐᓯᓴᒥᑐᑦᓯᓗᒃᑐᑦ
ᐃᓕᓐᓂᐊᖃᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪ
ᐃᓕᓐᓂᐊᖃᕐᓂᐊᕐᓗᔪᐊᓂᖅᓴᒪᔪᑦ ᐃᓕᓐᓂᐊᖃᕐᓂᐊᕐᓗᔪᐊᓕ ᐅᓪᓚᕆᔨᓴᒪᔪᑦ
ᓄᓇᓕᓴᓂ ᐃᓐᓇᐃᓕᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑎᒍᓕᑦ.

ᐃᓐᓇᐃᓕᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ 42

ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᒥᓂᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᐊᑐᐊᒪᓕᐅᔭᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᑐᑦ
ᐃᓕᓐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᓇᔪᖅᑕᐅᔭᕐᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᒥᓂᖅᓴᒪᔪᑦ.

ᐊᑐᓕᕆᔨᓴᒪᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᒥᓂᖅᑕᐅᔪᓐᓇᖅᑐᑦ,
ᐱᓕᕆᔨᓴᒪᓕᖅᑐᑦᓯᓗ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᐃᓗᒥᒪᑕᓴᒥᑎᒍᓕᑦ,
ᐊᒻᒪᓗ ᓄᓇᓕᓴᓂ ᑭᖑᓪᓕᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᐊᑐᐊᒪᓕᐅᔭᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᑐᑦ
ᑐᑭᓯᓇᕐᓂᐊᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᑐᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᒥᓂᖅᓴᒪᔪᑦ
ᐊᒻᒪᓗ ᑕᒃᑯᐊᑐ ᐊᑐᐊᒪᓕᐅᔭᕐᓂᖅᑕᐅᓯᓴᒥᑐᑦᓯᓗᒃᑐᑦ ᑐᓴᐅᒪᑎᓕᓴᕐᓂᐊᖃᖅᑐᑦᓂᖅᑐᑦ
ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ, ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ
ᐱᓕᕆᔨᓴᒪᓕᖅᑐᑦᓯᓗ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ
ᐊᒻᒪᓗ ᓄᓇᓕᓴᓂ ᐃᓐᓇᐃᓕᑦ. ᑕᒃᑯᐊᑐ ᐊᑐᐊᒪᓕᐃᓕᑦ
ᐅᖃᖅᑐᖅᓯᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᑭᓇᐅᔭᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ
ᓇᔪᖅᑕᐅᔭᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ
ᓇᔪᖅᑕᐅᔭᕐᓂᐊᖃᖅᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥᑐᑦᓯᓂᐊᖃᖅᑐᑦᓂᖅᓴᒪᔪᑦ
ᐃᓕᓐᓂᐊᖃᖅᑎᑦᑕᐅᓯᓴᒥ

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Education of Adults

of policy with respect to residences and that these regulations should be communicated to students, parents, school administrators, residence staff, and the public. These regulations will explain who is eligible for space in the residence, preference being given to successful students, and will define the students' duties and responsibilities. For minors, the supervisor of the residence will stand *in loco parentis*, and residence programs should include traditional activities which these students would ordinarily learn from their parents. Adults who are residents must also respect regulations concerning noise and security.

Personnel should include a supervisor, counsellors, nurse or medical officer, and recreation supervisor. Candidates for employment in a residence must complete a training program or have equivalent experience. Residence staff must include some persons who speak the Native languages, and we consider that special attention should be devoted to the maintenance of morale among the staff. Food, frequently a problem in residences, must be appealing and nutritious.

ADULT EDUCATION RECOMMENDATION 43

Each divisional board shall employ a supervisor of continuing and adult education.

Specialists in adult education have different strengths, abilities, personalities, and perspectives. Communities also have their different needs and desires, as well as individual styles and patterns of development. Communities within the geographical area of a divisional board will have many similar needs. If adult educators report through local education authorities to their divisional board, division-wide planning for adult education should be possible. One person in each division should supervise the whole thrust of its adult-education program, an organization that should encourage the flow of useful information to the

ᐃᓄᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑕᐅᓂᖏᑦ

ᓄᓇᕗᑦᓂ ᐊᖅᑲᑭᓯᓱᐃᖅᑲᕆᔨᐊᖅᑲᖅᓯᒪᑕ. ᓄᓇᕗᑦᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᓂᖅᓯᒪᑦ ᑲᑎᒪᓕᐅᕐᓴᐅᑦ ᐊᓱᖏᑦᓱ ᐊᖅᑲᑭᓯᓱᐃᓕᓴᕐᓂᐊᖅᑲᖅᓯᒪᑕ ᐱᓕᕆᓂᖅᓯᒪᑦ ᐃᓕᓴᕐᓂᐊᕈᑎᓂᕐᓂᑲᓂᑦ. ᑲᑎᒪᓂᖅᓱᑦᑕ ᐃᖅᑲᓇᑕᐃᑦᓱᒃᑐᑦ

ᓇᓗᒥᓂᖅᑲ ᓴᓇᖏᓐᓂᑦ ᖃᑲᐅᓕᕐᓇᖅᓯᖅᑲᖅᓯᒪᑕ ᑭᓇᐅᔭᓇᓂᖅ ᐊᐱᕆᔨᐊᖅᑲᐃᑦᑐᖅ ᒪᕐᕉᒪᔭᓇᓂᖅ ᐅᖃᐅᔾᔨᖅᑲᖅᓯᒪᑦ ᑭᖑᓂᖅᑲᐃᓐᓇᖅᑐᑦ. ᓄᓇᕗᑦᓂᖅ ᒪᕐᕉᒪᔭᓇᓂᖅ ᖃᖅᑲᓇᖏᓐᓂᑦ ᐱᓕᕆᔨᐊᖅᑲᖅᓯᒪᑕ ᓴᓇᖏᓐᓂᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑎᑕᐅᔪᓂᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᐅᓂᖅᑎᑕᐅᓂᖅ ᐊᐱᕆᔨᐊᖅᑲᐃᑦᑐᖅ ᐃᓕᓴᕐᓂᐊᖅᑐᑕᐅᓂᖅᑎᑕᐅ

Education of Adults

ᐃᵃᓇᕐᓂᑦ ᐃᓕᓴᐃᒃᑐᑐᓂᖅᑐᑦ ᓄᓇᓕᕐᓂᐊᕐᓂᖅ, ᐱᓕᕆᔨᒪᔨᑎᒃ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓂ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦ ᑲᑎᒪᒃᑯᐊᑐᖅ, ᑐᓴᕐᑲᑦᑕᐅᑎᕆᔨᒪᔨᑦᓂᐊᕐᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᑭᑎᓕᐅᑎᑦᑕᐅᔪᓕᓕᒫᓕᐊᔪᑦ ᒥᐅᓐᓄᓂᑦ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦ ᒥᐅᓐᓄᓂᑦ, ᐊᒻᒪᓗ ᐱᓕᕆᔨᒪᔨᑎᒃᓴᓂᐅᒃ ᐱᓕᕆᔨᒪᔨᑦᓂᐊᕐᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅ ᐊᐅᓚᓕᔪᐊᓂᐊᕐᓂᖅᑐᑦᑐᒥᐅ ᓄᓇᓖᑦ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓕᓕᒫ ᐱᖁᓕᐊᓂᑲᓴᕐᓂᐊᓂᐅ. ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓂ ᒥᐊᓂᐊᕐᓂᖅᑐᑦᑐᒥᐅ ᑐᖁᐅᒪᓂᖅᑎᑦᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅᑦᑐᑦ ᐅᑭᐅᓂᖅᑕᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅ ᐊᐅᓚᓕᔪᐊᓂᐊᕐᓂᖅᑐᑦ ᓄᓇᓖᑦ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓕᓕᒫ ᐱᖁᓕᐊᓂᑲᓴᕐᓂᐊᓂᐅ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓂ ᐱᓕᕆᔨᒪᔨᑦᓂᐊᕐᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅ ᐊᐅᓚᓕᔪᐊᓂᐊᕐᓂᖅᑐᑦᑐᒥᐅ ᓄᓇᓖᑦ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓕᓕᒫ ᐱᖁᓕᐊᓂᑲᓴᕐᓂᐊᓂᐅ.

ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑎᑦᑕᐅᓂᖅᓯᒪᔨᑦ ᐊᑐᓚᖁᔭᖅᑎᒥ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅᑦᑐᑦ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓕᓕᒫᓂᖅᓂᐅ, ᐊᒻᒪᓗ ᐃᑲᔪᖅᓴᖅᑎᑦᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅᑦᑐᑦ ᐃᓚᖓᔪᖅᑐᑎᒃᓴᓂᐅᒃᑐᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑎᑦᑕᐅᓂᖅᓯᒪᔨᑦ ᐊᑐᓚᖁᔭᖅᑎᒥ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓕᓕᒫ ᐱᖁᓕᐊᓂᑲᓴᕐᓂᐊᓂᐅ.

ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑎᑦᑕᐅᓂᖅᓯᒪᔪᓂᑦ ᐊᑐᓕᔪᐅᔭᕐᓂᖅᑐᑦ 44

ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᓯᒪᔨᑦ ᐱᓕᕆᔨᒥᐅᑎᖅᓯᒪᔪᓂ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓕᓕᒫ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅ ᑲᑎᒪᒃᑯᐊᑐᖅ.

ᑭᓱᒍᓂᕐᓂᖅᓱᓂ ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅᑦᑐᑦ ᐊᑐᐊᒪᓕᕐᓂᖅᑲᓴᕐᓂᐊᓂᐅᒃᑐᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑎᑦᑕᐅᓂᖅᓯᒪᔨᑦ ᓇᒥᓂᕐᓂᖅᑐᑦ ᐊᑐᐊᒪᓕᕐᓂᖅᑲᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅᑦᑐᑦ ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑎᑦᑕᐅᓂᖅᓯᒪᔨᑦ ᐊᑐᓚᖁᔭᖅᑎᒥ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑐᑦᓯᓚᐅᑎᓂᓪᓕᒥᐅ ᐊᐃᑲᐅᑎᖅᓯᒪᔪᓕᓕᒫ ᐱᖁᓕᐊᓂᑲᓴᕐᓂᐊᓂᐅ ᐃᓐᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᕐᓂᖅᑎᑦᑕᐅᓂᖅᓯᒪᔪᓂᑦ ᐊᑐᓕᔪᐅᔭᕐᓂᖅᑐᑦ

ᐃᖅᓇᐃᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑕᐅᓂᖅᓯᑦ

ᐃᖅᓇᐃᑦ ᐱᓕᖅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᖅᓄᑦ ᐊᑐᓕᕆᔨᐅᔾᔪᖅ 45

ᐃᓕᖅᓂᐊᖅᑐᑎᓂᕐᒧᑦ ᐱᓕᕆᐅᐅᔾᔪᑦ ᐱᓕᕆᖅᑎᕐᖅᑕᓗᑎᒃ
ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᖅᓂᐊᕐᕕᐊᔾᔪᐊᓂᒃ ᐊᒻᒪᓗ ᐊᕕᒃᑐᖅᓯᒪᔾᔪᓂ
ᐃᓕᖅᓂᐊᖅᑐᑎᓂᕐᒧᑦ ᑲᑎᒪᐅᐅᔾᔪᓂᒃ
ᓯᐅᕐᓕᖅᑕᐊᐅᓚᐊᖅᑎᖅᑐᑐᓂᒃ ᖃᖅᑲᐱᓯᖅᑕᑦᓂᓂᐊᖅᑐᒃᓴᑦ
ᐃᓕᖅᓂᐊᕈᑕᐅᕐᓯᐅᐅᔾᔪᓂᒃ
ᐱᓕᕆᐊᓚᐅᐅᔾᔪᓐᓇᓗ ᑲᒪᒋᔭᑦ.

ᖁᑲᐅᓴᓪᓚᐅᕐᓂᐅᓴᑦ ᑲᓇᑕᐅᑦ ᒪᔭᒪᓄᐃᔾᔪᑕ ᐱᓕᕆᖅᑎᑦᓯᖅᑕᓂᓂᒃ
ᓴᓇᕐᐸᐃᔾᔨᓂᒃ ᑐᑭᓯᓇᖅᑎᑦᓯᓂᒪᒪᔾᔪᑦ ᓄᓇᕗᑦᐊᑦ ᒪᔭᒪᓄᐃᔾᔪᑕ
ᐊᔪᓄᐃᔾᔪᓂᖅᑕᖅᑐᑦᓯᒪᒪᑕ ᑲᓇᑕᐅᑦ ᐱᓕᕆᐊᓚᖅᑎᖅᑕᑕᐅᓂᖅᑕᓂᒃ
ᐊᕕᒃᑐᖅᓯᒪᔾᔪᓂ ᐱᔾᐅᔾᔪᓐᓇᖅᑎᖅᑕᖅᑐᑐᓂᒃ ᐱᓕᕆᐊᓚᖅᑐᒥᓂᒃ
ᐃᓕᖅᓂᐊᖅᑎᓂᕐᒧᑦ. ᐊᑐᓕᕆᔨᐅᔾᔪᑦ ᐊᖅᑭᒃᑲᓂᖅᑎᖅᑕᖅᑐᑐᓂᒃ
ᐃᓕᖅᓂᐊᖅᑐᑎᓂᕐᒧᑦ ᐱᓕᕆᖅᑎᐅᓂᐊᖅᑎᖅᑐᑐᓂᒃ, ᒪᒃᑯᐊ
ᑲᑎᒪᔨᖅᑎᓂᖅᓴᓂᒃ ᐃᓕᖅᓂᐊᖅᑎᑎᑦᓯᓂᒪᒪᓕᖅᑐᓂᒃ ᐱᓕᕆᐊᓚᐅᐅᔾᔪᑦᓯᒪᔾᔪᓂᒃ
ᑲᓇᑕᐅᑦ ᒪᔭᒪᓄᐃᔾᔪᑦᓯᓂ; ᓄᓇᕗᑦᐊᑦ ᒪᔭᒪᓄᐃᔾᔪᑦ
ᐊᕕᒃᑐᖅᓯᒪᔾᔪᓂᖅᑕᖅᑐᑦ ᑲᒪᒋᔭᖅᑎᖅᑕᖅᑐᓂᓚᖅ
ᐱᓕᕆᔨᒥᓂᐊᖅᑐᒥᑦᓯᒪᓂᒃ.

ᐃᖅᓇᐃᑦ ᐃᓕᖅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᖅᓄᑦ ᐊᑐᓕᕆᔨᐅᔾᔪᑦ 46

ᓄᓇᕗᑦᐊᑦ ᒪᔭᒪᓄᐃᔾᔪᑦ ᑭᓇᐅᔭᓂᒃ ᖁᓂᓴᓂᐊᖅᑐᑦ
ᐃᖅᓇᐃᑦ ᐃᓕᖅᓂᐊᖅᑲᖅᓂᓴᓂᒪᒪᓕᖅᑐᓂᒃ ᐊᒻᒪᓗ ᐱᓕᕆᐊᓚᖅᑎᓂᒃ
ᐃᓕᖅᓂᐊᕈᑕᐅᓂᐊᖅᑐᑐᓄᓪᓕᖅᑐᓂᒃ ᐊᑐᖅᑐᓚᖅᑎᓂᒃ.

ᑭᐅᔪᓂᖅᑎᖅᓂ, ᑲᓇᑕᒥ ᐃᖅᑲᓇᐃᔾᔨᖅᑐᑐᓂᒃᓂᕐᒧᑦ
ᑲᑎᒪᔨᖅᓴᓇᐊᖅᔪᓂᑦ ᑭᓇᐅᔾᔨᖅᑲᓪᓚᕆᓂᖅᑲᑕᖅᓯᒪᒪᔭᐊᖅᑕᒪᒪᓕᖅᑐᓂᒃ
ᐃᓕᖅᓂᐊᖅᑎᖅ ᐃᓕᖅᓂᐊᖅᑲᖅᓂᕐᒪᖅᓯᒪᔾᔪᓂᒃ ᐊᒻᒪᓗ ᐱᓕᕆᐊᓚᖅᑎᓂᒃ
ᐃᓕᖅᓂᐊᕈᑕᐅᓂᐊᖅᑐᑐᓄᓪᓕᖅᑐᓂᒃ ᐊᑐᖅᑐᓚᖅᑎᓂᒃ. ᑭᓯᐊᓂ, ᒪᒃᑯᐊ
ᐅᔾᔨᖅᑐᓯᒪᓕᖅᑐᒥ ᐃᑲᔪᓐᓇᐊᖅᑕᒪᔾᔪᑎᓕᖅᓂᖅᑐᑦᓯᖅᑐᓂᒃ, ᐊᒻᒪᓗ
ᑭᓇᐅᔾᔨᖅᑐᑦᓯᖅᑎᖅᑕᓕᐊᖅᑐᑦᓯᖅᑐᓂᒃ, ᑕᐃᒪᓐᓇᐃᓕᓴᕐᓂᖅᑐᑦ
ᐊᒥᓱᓂ ᐃᓕᖅᓂᐊᖅᑎᓂᖅᑐᖅᓴᖅᑐᓂᒃᑐᑦᓯᒪᒪᔭᓂᒃ. ᑕᐃᒪᓕᕆ, ᓄᓇᕗᑦᐊᑦ
ᑲᑎᒪᔨᖅᑎᑦᓯᒪᓂ ᑕᒪᑐᒥᓱᒐ ᐱᓕᕆᐊᓚᖅᑎᖅᑕᖅᑐᑐᓂᒃ
ᐃᓕᖅᓂᐊᖅᑲᖅᓂᕐᒪᖅᓯᒪᔾᔪᑦ ᐃᓕᖅᓂᐊᖅᑲᖅᓂᕐᒧᑦ ᐊᒻᒪᓗ
ᐱᓕᕆᐊᓚᖅᑎᓂᒃ ᐃᓕᖅᓂᐊᖅᑐᒧᑦ.

ADULT EDUCATION RECOMMENDATION 47

The Secretariat for Learning shall take over the functions of the Manpower Needs Committee and of all similar intergovernmental review and planning activities.

The Manpower Needs Committee, as it exists at present, is not functional. The director of CEIC in Yellowknife reports to a director general in Alberta, who in turn reports to superiors in Ottawa. The director of CEIC in Yellowknife does not have the authority to establish policy, so the Manpower Needs Committee informs rather than consults. Planning and the establishment of long-range policy must be handled at the executive level.

ᐃᖅᓇᐃᑦ ᐃᓕᖅᓂᐊᖅᑎᑕᐅᓂᖅᓯᒪᖅᓄᑦ ᐊᑐᓕᕆᔨᐅᔾᔪᑦ 47

ᐃᓕᖅᓂᐊᖅᑐᑎᓂᕐᒧᑦ ᐱᓕᕆᐊᓚᐅᐅᔾᔪᑦ
ᐱᓕᕆᐊᖅᑲᓂᖅᑕᖅᑐᑦᓯᒪᓂᐊᖅᑐᑦᓯᖅᑐᓂᒃ

ᐱᓕᕆᐊᖅᑎᓂᕐᒧᑦ ᑲᑎᒪᐅᐅᔾᔪᑦ ᐱᓕᕆᐊᓚᖅᑎᖅᑕᖅᑐᑐᓂᒃ ᐊᒻᒪᓗ
ᒪᔭᒪᓄᐃᔾᔪᑦ
ᖁᑲᐅᓴᓪᓚᐅᕐᓂᐅᓴᑦᑐᑦᓯᒪᓂᒃ ᐱᓕᕆᐊᓚᖅᑎᖅᑕᖅᑐᑐᓂᒃ.

ᐊᑐᓕᖅᑎᑕᐅᓂᖅᑐᑦ

IMPLEMENTATION

BEST COPY AVAILABLE

ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ

ᐱᓕᕆᐊᒃᓴᓕᕆᓂᐳᖅᑯᑦ ᑲᑎᒪᐳᖅᓯᒃ, ᒪᓐᓇᐅᔨᔪᖅ,
ᐊᐅᓚᕋᓯᐊᖅᓯᒪᒐᑦ. ᐃᓱᒪᑕᕆᓴᐅᔨᔪᖅ ᑲᓇᑕᒥ
ᐃᖅᑲᓇᐃᓴᐅᖅᑐᓕᓂᔪᑦ ᑲᑎᒪᐳᖅᔪᐊᖅᔪᑎᓂᑦ ᑐᑐᓇᐃᖅ
ᐅᓂᖅᑲᖓᕆᐊᖅᑲᖏᑕᖅᓯᒪᑦ ᐊᓐᔾᑕᒥ ᐃᓱᒪᑕᕆᓴᐅᔨᔪᒍ, ᒪᓐᓇᓐ
ᐊᓐᔾᑕᒥ ᐃᓱᒪᑕᕆᓴᐅᔨᔪᖅ ᐅᓂᖅᑲᖓᕆᐊᖅᑲᖏᑕᖅᑲᓂ ᐋᑐᕐᒥ
ᐃᓱᒪᑕᖅᔪᐊᖅᔪᑎᓂᑦ. ᑲᓇᑕᒥ ᐃᖅᑲᓇᐃᓴᐅᖅᑐᓕᓂᔪᑦ
ᑲᑎᒪᐳᖅᔪᐊᖅᔪᑎᓂᑦ ᑐᑐᓇᐃᖅ ᐊᑐᐊᒐᑦᐅᓐᓇᖅᓯᒪᒐᑦ, ᑕᐃᒪᓕ
ᒪᓐᓇᐊᖅ ᐱᓕᕆᐊᒃᓴᓕᕆᓂᐳᖅᑯᑦ ᑲᑎᒪᐳᖅᓯᒃ
ᑐᓴᖅᑎᖅᓱᒍᑕᐃᓐᓇᖅᖏᑕᒪᒐᑦ ᐅᖃᖅᐳᐃᖅᑕᖅᖏᑕᒪᒐᑦ.
ᐊᑐᐊᒐᑦᐅᓂᖅᑲᖅ ᐋᖅᑭᐅᑕᐅᔨᖅᓇᐊᖅᖏᑕᒪᒐᑦ ᐊᐅᓚᕋᓯᐅᕐᓂᖅᓯᒪᒐᑦ.

ᖃᖅᐅᐳᒪᒪᓗᐊᖅᑐᑎᑦ ᓄᓇᓵᓐ ᐊᒥᓱᓐ ᐱᓕᕆᓐ ᐱᓕᕆᐊᓂᐅᐳᖅᑎᑦ
ᓇᓗᓇᖅᒪᑦ ᒪᓐᓇᐅᔨᔪᖅ. ᑭᓱᐊᓐ, ᐱᓕᕆᓚᐊᔪᖅᖏᖅᑎᓗᒍ
ᐱᓕᕆᔪᓇᖅᑐᑎᑦᓯᒪᓐᓂᒃ ᐱᓕᕆᔪᓇᖅᑎᑕᐅᔨᖅᐊᓂᖅᖏᖅᕿᓗᐊᖅᒪᑦ.
ᑲᑎᒪᓂᓗᒍ RAE EDZO-Γ

ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ

ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᓇᓐᓄᑦ ᐊᑐᓕᕐᓂᐅᐳᖅᔪᑦ 48

ᒪᓕᒐᐅᖅᑯᐱᑦ ᐊᖅᑯᑭᓐᓂᕐᓂᐊᖅᑯᑦ ᐃᓕᓴᐃᓂᐊᖅᑯᑦ
ᑲᑎᒪᐳᕿᒃᓴᒍᑲᓇᓐᓇᖅᑐᑦ ᐱᓕᕆᐊᓂᐊᖅᑕᓯᓇᓐᓄᑦ
ᑎᓕᓵᔪᓇᕐᓂᐊᓕᒃᑕᑦ
ᐱᓕᕆᐊᖅᖏᖅᓯᐊᖅᑯᑐᓂᒃ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᓇᓐᓄᑦ ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ

ᐃᓕᓴᐃᓂᐊᖅᑯᑐᓂᔪᑦ ᑲᑎᒪᐳᕿᒃᓴᒍᑲᓇᓐᓇᖅᑐᑦ ᖃᖅᐅᐳᒪᒪᓗᑕ
ᒪᑦᓯᒪᓗ ᐅᓂᖅᑲᓕᐊᔪᓯᒪᔪᑦ ᐊᓪᓚᒐᓗ ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ
ᐱᓕᕆᐊᓐᓇᐳᖅᓴᒪᓐᓇᖅᑐᓯᒪᓕᒃᑕᑦ, ᑭᓇᐅᐳᖅᑎᒪᓐᓇᖅᑐᒍᓗᓚᐊᖅᑐᑦ ᐊᓪᓚᒐᓗ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ ᑕᓪᓕᒪᓂ ᐅᓂᖅᑲᓕᐊᔪᓯᒪᔪᑦ
ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᐅᕐᕿᑕᑦ ᓯᓚᓕᑭᐊᓯᔪᓪᓚᓐᓇᓯᐊᖅᓯᒪᑦ
ᐱᓕᕆᐊᓐᓇᐳᖅᓴᒪᓐᓇᖅᑐᓯᒪᓕᒃᑕᑦ ᑭᓇᐅᐳᖅᑎᒪᓐᓇᖅᑐᒍᓗᓚᐊᖅᑐᑦ. ᑕᐃᒪᓕ
ᐊᑐᓕᕐᓂᐅᓴᐳᖅᔪᑦ ᒪᓕᒐᐅᖅᑯᑐᓂᒃ ᐃᓕᓴᐃᓂᐊᖅᑯᑦ ᑲᑎᒪᐳᕿᒃᓴᒍᑲᓇᓐᓇᖅᑐᑦ
ᐃᓕᓴᐃᓂᐊᖅᑯᑐᓂᔪᑦ ᑲᑎᒪᐳᕿᒃᓴᒍᑲᓇᓐᓇᖅᑐᑦ ᐱᓕᕆᐊᓐᓇᐳᖅᓴᒪᓐᓇᖅᑐᓯᒪᓕᒃᑕᑦ
ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᐅᕐᕿᑕᑦ ᐃᓕᓴᐃᓂᐊᖅᑯᑦ ᑲᑎᒪᐳᕿᒃᓴᒍᑲᓇᓐᓇᖅᑐᑦ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ. ᐃᓱᒪᓗᐊᖅᑕ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᑲᑎᒪᐳᖅᑲᖏᑕᖅᑐᓗᒃ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᐅᕐᓂᖅᓯᒃ ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ
ᐊᓐᔾᑕᒥᓂᖅᑕᓯᒪᓕᒃᑕᑦ ᓄᓇᕐᓂᐊᕐᓂ ᒪᓕᒐᐅᖅᑯᑐᓂᒃ
ᐅᖅᑲᐅᕐᓂᖅᖏᑕᖅᑐᓂᒃ ᒪᓕᒐᐅᖅᑯᑐᓂᒃᓴᓂᐊᖅᑐᓂᒃ ᒪᓕᒐᐅᖅᑯᑐᓂᒃ
ᐊᓐᔾᑕᒥᓂᖅᑕᓯᒪᓕᒃᑕᑦ ᑲᑎᒪᐳᕿᒃᓴᒍᑲᓇᓐᓇᖅᑐᑦ ᐊᓪᓚᒐᓗ
ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᐅᕐᕿᑕᑦ ᑲᑎᒪᐳᕿᒃᓴᒍᑲᓇᓐᓇᖅᑐᑦ ᐊᓪᓚᒐᓗ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ. ᐃᓱᒪᔾᔪᑦ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᐅᕐᕿᑕᑦ ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ. ᐃᓱᒪᔾᔪᑦ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᐅᕐᕿᑕᑦ ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ. ᐃᓱᒪᔾᔪᑦ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ ᐃᓱᒪᓗᐊᖅᑕ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ. ᐃᓱᒪᔾᔪᑦ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ. ᐃᓱᒪᔾᔪᑦ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ
ᐊᑐᓕᕐᓂᐅᐳᖅᓯᒪᒐᑦ. ᐃᓱᒪᔾᔪᑦ ᒪᓐᓇᐅᔨᔪᖅ ᐊᑐᓕᖅᑎᑕᐅᓂᖅᓯᒃ

Implementation

The Special Committee recognizes that the considerable amounts of time, energy, and money that have gone into the preparation of this report and its recommendations will have been wasted unless our recommendations are implemented.

IMPLEMENTATION RECOMMENDATION 48

The Legislative Assembly shall revise the terms of reference of the Special Committee on Education to enable it to establish a Task Force on Implementation.

We therefore recommend that the Legislative Assembly should revise the terms of reference of the Special Committee on Education to enable it to appoint a Task Force on Implementation, which will have the power to monitor the implementation of the recommendations listed in this report. We consider that this task force should be in existence by the time the Legislative Assembly of the Northwest Territories has considered this report and certainly before it has enacted legislation based on it.

The successful implementation of an innovative program will depend upon how new ideas are presented to the people whom they are intended to serve. And the success of an innovative program will include a continuing evaluation of its own performance. Too many administrators too quickly accept the idea that evaluation is required only when a particular problem can no longer be ignored. Unfortunately, we know that persons in positions of authority find it difficult, sometimes impossible, to change their minds once they have taken a stand, be it right or wrong. We deeply hope that the persons and agencies responsible for implementing the Special Committee's recommendations will keep steadily and clearly in mind the open-minded and open-hearted spirit of inquiry that has marked every stage of our work.

ᐊᑐᓕᖅᑎᑕᐅᓂᖏᑦ

ᐊᑐᓕᖅᑎᑕᐅᔪᓕᐊᓂᕐᓂᑦ ᑐᓴᒃᓴᓂᖅᓄᐊᓂᖅᓄᑦ ᖃᖅᓄᑦ ᑕᒪᒃᑯᓕᐊᓂᖅᓄᑦ ᐱᔪᓐᓇᖅᑐᑦ ᐃᓄᐃᑦᑎᐊᓂᖅᓄᑦ ᐊᑐᓂᔪᓂᖅᓄᑦ ᐃᓄᐃᑦᑎᐊᓂᖅᓄᑦ ᐊᑐᓕᕆ

Implementation

March 15 - May 10	An information campaign to publicize the Special Committee's recommendations; MLA's will use responses to this campaign in their discussions during the 8th (Spring) Session of the 9th Assembly.
July 1, 1982	Establishment of the Secretariat for Learning by the Government of the Northwest Territories.
July 1, 1982	Appointment of an interim board of governors of the Arctic College.
July 1, 1982	Decision by the Minister of Education about the location and structure of the two Centres for Learning and Teaching.
July 1, 1982	Appointment of an interim board of directors for the Centres for Learning and Teaching.
September 1, 1982	Staffing arrangements (transfers and secondments) for the Centres for Learning and Teaching.
October, 1982	Legislation introduced regarding the divisional boards of education, the Arctic College, and revisions to the Education Ordinance and Regulations.
January, 1983	The Centres for Learning and Teaching in operation.
January, 1983	Appointment of two principals for the Arctic College.
April, 1983	Elections for the divisional boards of education.
July, 1983	Transfers of responsibility to the divisional boards of education completed.

IMPLEMENTATION RECOMMENDATION 49

Significant funds shall be available to the Department of Education for the implementation of these recommendations and these funds shall be under the control of the Task Force on Implementation.

ᐊᑐᓕᖅᑎᑕᐅᓂᖏᓕᒃ

ᐊᒃᑐᐸ, 1982: ᒪᓕᒐᓕᐅᖅᑭᒧᐊᓂᒃ ᐅᖅᑲᐅᑭᖅᑲᓕᑎᒃ ᐱᓪᓚᑎᖅᑲᖅᑐᑐᓂᒃ ᐊᐃᒃᑐᖅᑭᒧᐊᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᑲᑎᒪᓗᐅᔪᓂᒃ, ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᒪᓕᓴᐃᓕᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᒪᓕᒐᓴᐃᓕᑕ ᐊᖏᖅᑭᒧᐊᖅᑕᐅᓂᖓᓴᖅᓂᒃ.

ᑲᓇᐊᕆ, 1983: ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᐱᓕᕆᔨᐊᑲᐃᔪᓂ ᐊᐅᓚᓕᖅᓂᖓᓴᕐᓂᑦ.

ᑲᓇᐊᕆ, 1983: ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᑲᓴᖓᓂ ᐃᓗᒪᑕᐅᓴᐃᓇᓂᐊᖅᑐᓂ ᑎᓕᓗᓂᑎᒃ

ᐊᐃᐳᓪᓕ 1983: ᓂᓗᐊᖅᑲᓕᓴᓂᑎᒃ ᐊᐃᒃᑐᖅᑭᒧᐊᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᑲᑎᒪᓗᐅᓂᐊᖅᑐᑎᓂᒃ.

ᔪᓕᐃᓇ, 1983: ᑲᒪᐅᖅᑲᓕᓴᓂᑎᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᐃᓗᒪᑕᐅᓴᐃᓇᓂᐊᖅᑐᓂᓴᐃᓇᓂᒃ ᑎᓕᓗᓂᑎᒃ

ᐊᐃᒃᑐᖅᑭᒧᐊᓂ ᐊᐃᒃᑐᖅᑭᒧᐊᓂ 49

ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᐅᓐᓄᑦ ᐱᓇᐅᓴᖅᑲᖏᓐᓂᑕᐅᓂᐊᖅᑐᓴᖅᑕ ᐊᐃᒃᑐᖅᑭᒧᐊᓂᐅᓐᓄᑦ ᐊᒻᒪᓗ ᒪᓐᓇᐅᑉ ᐱᓇᐅᓴᐃᑦ ᑲᑎᒪᓗᐅᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᑲᓴᖓᓂ ᐊᐃᒃᑐᖅᑭᒧᐊᓂᐅᓐᓄᑦ

ᒪᓐᓇᐅᑉ ᐊᐃᒃᑐᖅᑭᒧᐊᓂᐅᓐᓄᑦ ᐊᐃᒃᑐᖅᑖᖅᑐᑕᐅᓂᐊᖅᑐᓂᒃ ᐱᓇᐅᓴᖅᑲᖏᓐᓂᑕᐅᓂᐊᖅᑐᓴᖅᑕᓂᒃ, ᐊᒻᒪᓗ ᑎᓕᐅᖅᑲᖅᑐᓴᖅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᒥᓂᕆᐅᔨᖅᑲᖅ ᐱᓇᐅᓂᒃ ᖃᐅᔨᓴᖅᑲᖅᑐᓴᖅᓄᑦ ᐅᓇᓂᒃ ᐊᒡᓂᑦᑐᓂ ᐱᓕᕆᔨᐊᑲᐃᔪᓂᐅᓐᓄᑦ ᐊᑐᖅᓂᐊᖅᑐᑎᓂᒃ.

- ᐅᓇᖅᓯᐊᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐊᓯᔪᓐᓇᖅᑕᐅᓂᐊᖅᓂᔪᓐᓇᖅᑕ ᒥᓐᓇᓂᒃ ᑐᓴᖅᑎᓯᓯᓚᐅᖅᓂᒃ; ᓂᒡᒥᒃ ᑐᓴᖅᑎᓯᓯᓚᐅᑦᑎᐊᖅᑐᓂᒃ ᐊᖏᖅᓱᓕᖅᑲᖅᑐᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᒥᓐᓇᓂᒃ.
- ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐊᓯᔪᓐᓇᖅᑕᐅᓂᐊᖅᓂᔪᓐᓇᖅᑕ ᓴᖅᑭᑐᓂᒃ; ᓴᖅᑭᑐᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐊᒻᒪᓗ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ.

- ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ, ᐱᓪᓚᐊᖅᑐᑎᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐃᓗᒪᑕᐅᓴᐃᓇᓂᐊᖅᑐᓂᒃ.
- ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᐱᓇᐅᓴᖅᑲᖏᓐᓂᑕᐅᓂᐊᖅᑐᓴᖅᑕᓂᒃ.
- ᐅᑭᐅᖅᑕᖅᑐᒥ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐱᓇᐅᓴᖅᑲᖏᓐᓂᑕᐅᓂᐊᖅᑐᓴᖅᑕᓂᒃ.
- ᐊᐃᒃᑐᖅᑭᒧᐊᓂ ᐊᒻᒪᓗ ᐅᓇᓂᒃᓂ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅ ᑲᑎᒪᓗᐅᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ
- ᓴᖅᑭᑐᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐅᑭᐅᖅᑲᓕᑎᒃᓴᖅᑕ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ ᐊᒻᒪᓗ ᐅᑉᐸᓂᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑎᓂᔪᓐᓇᖅᓂᒃ.

The implementation of recommendations according to this schedule will require short-term funding for specific purposes, and we urge the Minister of Education to seek short-term funding to finance these activities:

- widespread dissemination of information regarding changes in the educational system of the Northwest Territories; establishment of new means of communicating with the parents of children about the educational system;
- revision of existing patterns of recruitment and orientation of teachers and of teacher training; new emphasis on recruitment and training of Native teachers;
- in-service training of school staffs and, in particular, of school principals;
- start-up costs for the Centres for Learning and Teaching;
- start-up costs for the Arctic College;
- training and support for members of the divisional boards of education and for members of local education authorities; and
- start-up costs for Native-language programs and for the creation of materials for these programs.

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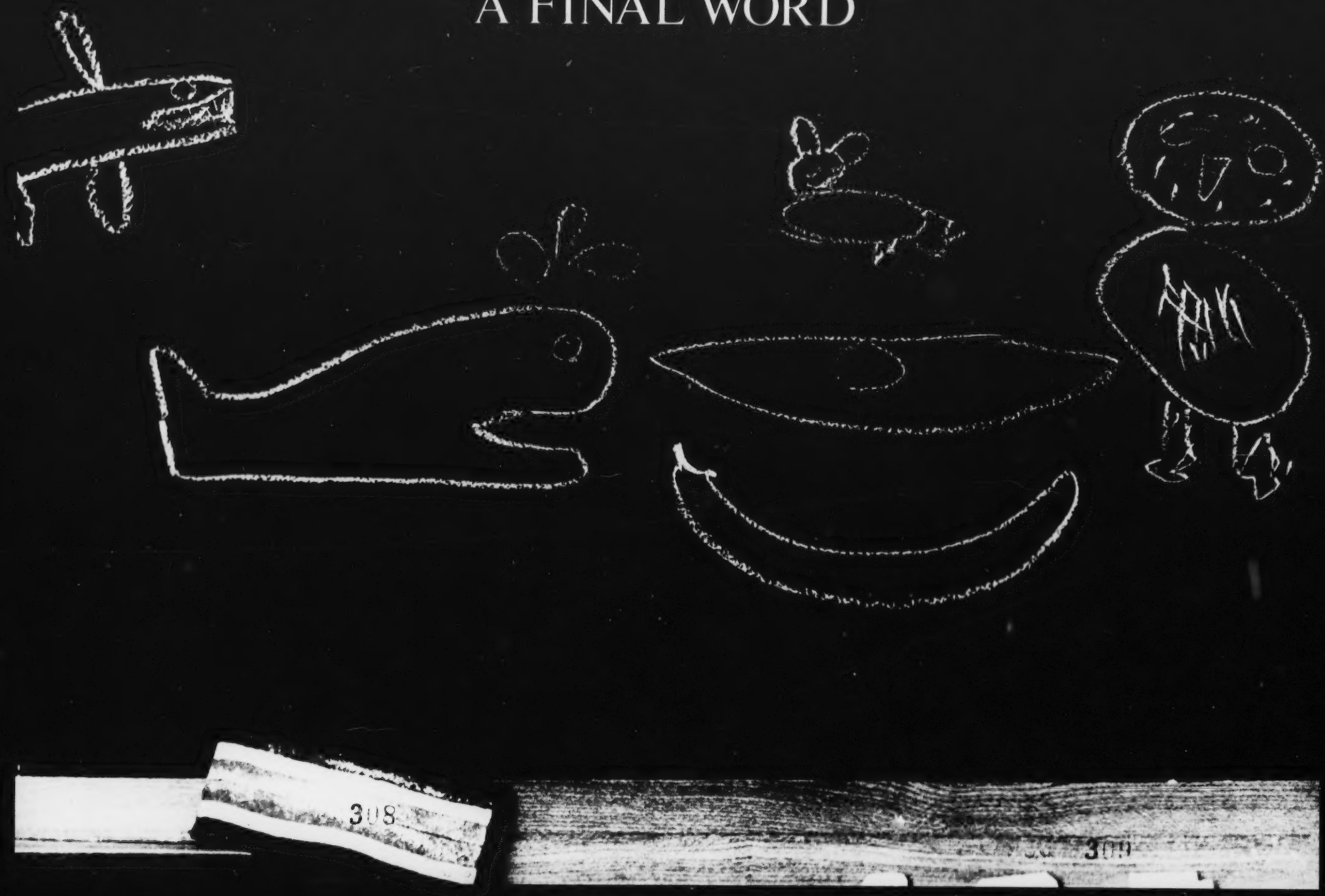
A FINAL WORD



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ᓂᓗᐅᕐᓂᖅᑲᒪᓗᒃᐳᔪᑦ ᑕᒪᔨᓂ ᐅᓂᒃᑲᓪᓚᕆᔨᕐᑎᕐᓂᓂ ᐅᖅᑲᐅᓕᕆᓗᒪᔭᕐᓄᑦ ᐃᓕᒪᓪᓂᖅᑎᕐᓕᕆᓂᐊᖅᓯᒪᑦ ᐃᓪᓗᒥᓂᖅᑲᑐᑎᓂᕐᒪᑦ ᐅᓇᕐᓕᐊᖅᑎ ᐃᓕᒪᒋᔭᖅᑲᖅᓯᒃᑐᑐᒃᓂᒃ, ᐊᒻᒪᓗ ᑕᒪᒃᑯᐊ ᐊᑐᓪᓂᑯᓕᕆᓗᒪᔭᕐᓄᑦ ᐅᖅᑲᐅᓕᕆᓚᒪᓂᐊᖅᑐᑐᕐᓄᑦ.

ᐃᓕᒪᔭᕐᔪᑦ ᓄᓇᕐᓕᐊᑦ ᒪᔭᒪᒃᑯᐃᖅᑎᑦ ᓕᕐᔭᓪᓂᖅᑐᐃᓐᓇᕐᓂᖅᑲᖅᑲᒪᑦ. ᑕᒪᖅᑎᒃ ᑲᓇᑕᐅᔪᓗ ᓄᓇᕐᓕᐊᑦᓗ ᒪᔭᒪᒃᑯᐃᖅᑎᑦ ᐃᑲᓚᖅᑲᖅᑎᑦᓴᓐᓂᒃ ᐱᓇᐅᔭᑎᔪᑦ ᐃᑲᓚᖅᓂᖅᑲᓚᖅᑲᖅᓂᐊᖅᑐᖅᓄᑦ ᑕᒪᒃᑯᐊ ᐊᑐᓕᕆᓚᒪᓂᖅᑎᑦ ᐊᑐᓕᖅᑎᑕᐅᓕᕆᓂᐊᖅᑐᑦ. ᐃᓕᒪᔭᔪᓗ ᓄᓇᕐᓕᐊᖅᑎᐅᑕᐅᓚᕐᓄᑦ ᑎᔪᓕᕐᑯᓕᕆᓂᖅᑎᑦ ᑲᒪᒋᔭᖅᑲᖅᓂᖅᑎᒃ ᓄᓇᓕᒃ ᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐃᓕᓴᖅᑎᑕᐅᓕᕆᓚᐅᑯᓄᑦ ᐊᒻᒪᓗ ᖃᐅᔨᐅᓪᓚᕆᔨᕐᑐᖅᑐᑦ ᓄᓇᓕᒃᐃᓕᓴᕐᓂᐊᖅᑐᑦ ᐃᓕᒪᒋᔭᖅᑲᖅᓂᖅᑎᑦ ᐊᑐᓕᖅᑎᑕᐅᓕᕆᓂᐊᖅᑐᑦ

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APPENDICES

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APPENDIX "A"

LIST OF COMMITTEE MEETINGS

Community	Date	Public Hearing	LEA	School Staff
Cambridge Bay	26/1/81, 28/1/81	XX	X	X
Gjoa Haven	27/1/81	X	X	X
Spence Bay	6/4/81	—	X	X
Pelly Bay	7/4/81	X	X	X
Coppermine	8/4/81	X	—	—
Inuvik	31/8/81, 20/1/81	XX		
	22/1/81	X	—	X
Holman	3/9/81	X	X (Joint)	—
Paulatuk	3/9/81	X	X (Joint)	X
Sachs Harbour	30/8/81	X	X (Joint)	—
Tuktoyaktuk	1/9/81, 21/1/81	X	X (Joint)	X
Fort McPherson	5/10/81	X	X (Joint)	X
Yellowknife	23,24/9/81, 6,7,8/1/81	XXXXX	—	—
Pine Point	21/5/81	X	X (Joint)	—
Aklavik	2/8/81	X	X (Joint)	X
Hay River	14/5/81	X	—	—
Hay River Indian Village	27/5/81	X	—	—
Fort Resolution	26/5/81	X	X (Joint)	—
Baker Lake	14/9/81	X	X	X
Rankin Inlet	15/9/81	X	X	—
Eskimo Point	21/4/81, 15/9/81	X	X	X
Repulse Bay	22/4/81	X	X	X
Coral Harbour	23/4/81	X	X	X
Cape Dorset	24/4/81	X	X	—
Pangnirtung	28/4/81	X	—	—
Frobisher Bay	29/4/81	X	X	X
Arctic Bay	26/10/81	X	X	X
Igloolik	28/10/81	X	X	X
Pond Inlet	27/10/81	X	X	X
Fort Smith	17/6/81	X	X (Joint)	—
Clyde River	27/4/81	X	—	X
Apex	29/10/81	X	X	
Fort Good Hope	29/11/81	X	X (Joint)	
Fort Simpson	30/11/81	X	X (Joint)	—
Rae-Edzo	2/12/81	X	X (Joint)	—

APPENDIX "B"

LIST OF BRIEFS

Title	Contributor	Date
Within the South	I.T.C.	December/80
All Things Being Equal	I.T.C.	December/80
Grants and Bursaries	N.W.T.T.A.	January/81
Grants and Bursaries	Federation of Labour	February/81
Grants and Bursaries	Pine Point Education Committee	February/81
Grants and Bursaries	Fort Smith Education Committee	February/81
Compulsory Membership of N.W.T.T.A.	N.W.T.T.A	February/81
A Rationale for Developing Recruitment, Orientation and Teacher Evaluation Policy in the Department of Education of the N.W.T.	N.C. Swartzentruber, Frobisher Bay	February/81
T.E.P.	T.E.P. Students, Fort Smith	April/81
G.R.E.C. Education	Malcolm Farrow, Frobisher Bay	May/81
A.V.T.C. and Education	Fort Smith Town	May/81
S.N.I.P.P.	Special Needs in Pine Point	May/81
Education	Bill Buell, Hay River	May/81
Special Education	Staff Princess Alexandra School	May/81
Length of the Grade 1 School Day	Fort Smith Town	May/81
Geology	L. M. Padgham, Yellowknife	July/81
Beyond Survival	Baffin Adult Educators	August/81
Education	Jim Anderson	
Education	Gordon Karkland, N.W.T.T.A.	
Education	S.T. Mallon, Frobisher Bay	September/81
Adult Education	Gregg T. Hill, Eskimo Point	September/81
Manpower Planning	Andy Tamas, Whitehorse	September/81
Educational Changes	Roger Cousins, Frobisher Bay	September/81
Native Teachers	Alexina Kablu, Eskimo Point	September/81
Education . . . Evaluation	Bertha Allen, Inuvik	September/81
The Educational System	Brian Wainwright, Yellowknife	September/81
Speech Pathologist	John Hanlan, Yellowknife	September/81
N.W.T.-A.C.L.D.	A.C.L.D., Yellowknife	September/81
Education	W. A. Padgham, Yellowknife	September/81
Education	M. J. Moll, Yellowknife	September/81
Education	B. Philpott, Yellowknife	September/81
The Future of Education in the N.W.T.	B. MacQuarrie, Yellowknife	September/81
Audiologist	Stanton Hospital, Yellowknife	September/81
Yellowknife Association for Mentally Retarded	Yellowknife	September/81
Science of Creative Intelligence Education	Rod Taylor, Rankin Inlet	September/81
	Board of Education, Yellowknife Education District No. 1	September/81
Education	Staff, Attagutaluk School	October/81
Outline for Community Education	Fort McPherson Band Council	October/81
Vocational Training	Economic Development Committee, Fort Good Hope	November/81
Education	Agnes Lafferty, Fort Simpson	November/81
Language	Dene Community Council's Dene Language Research and Documentation Group, Fort Good Hope	November/81
Higher Grades in Communities	LEA, Fort Good Hope	November/81
Education	Chief Frank T'Seleie, Fort Good Hope	November/81
Education	Dene National Report on Education, Dene Nation	November/81
Local Control: A Proposal	Chief Frank T'Seleie, Fort Good Hope	November/81
Towards a Relevant Northern Education	Nick Newbery, Pangnirtung	November/81
Adult Education	Local 1, N.W.T. Public Service Commission	December/81
Education	Principal, Rae-Edzo School	December/81
Education	Rae-Edzo School Society	December/81
The Future of Education	Rae-Edzo School Society	December/81
Adult Education	Sister Rita McQuire, Rae-Edzo	December/81
Education	R. P. Papion, Repulse Bay	January/82

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APPENDIX "E"

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APPENDIX "F"

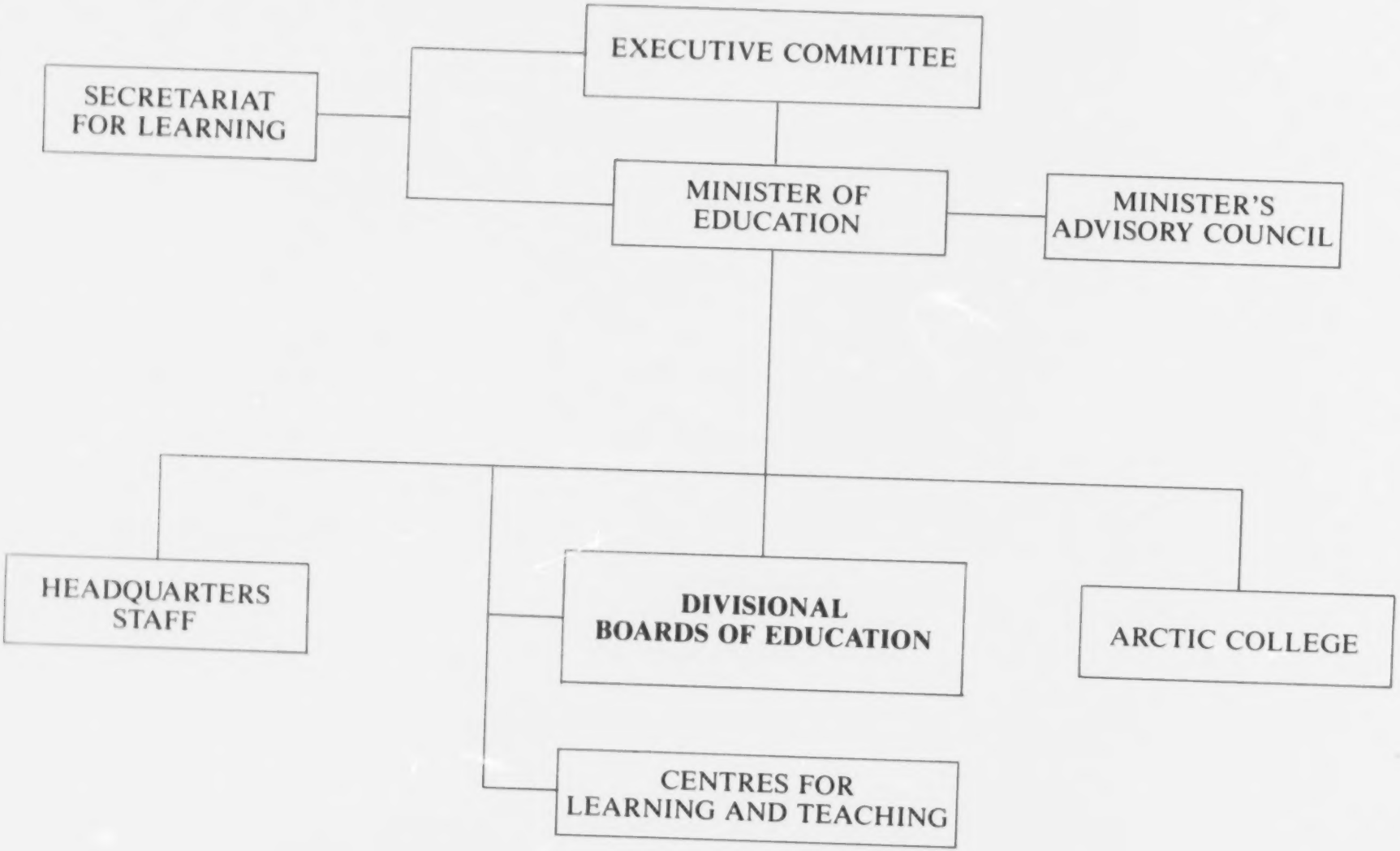
PUBLICATIONS OF THE SPECIAL COMMITTEE ON EDUCATION

The Special Committee has published these works or they are in progress.

- EDUCATION IN THE NORTHWEST TERRITORIES: AN INTERIM REPORT, November 1981.
- LEARNING: TRADITION AND CHANGE THE REPORT OF THE SPECIAL COMMITTEE ON EDUCATION, March 1982.
- REFERENCE VOLUMES
  1. THE PUBLIC HEARINGS
  2. BRIEFS AND SPECIAL PRESENTATIONS
  3. SELECTED BRIEFING PAPERS AND SPECIFIC REFERENCES
  4. A BIBLIOGRAPHY OF EDUCATION IN THE NORTHWEST TERRITORIES

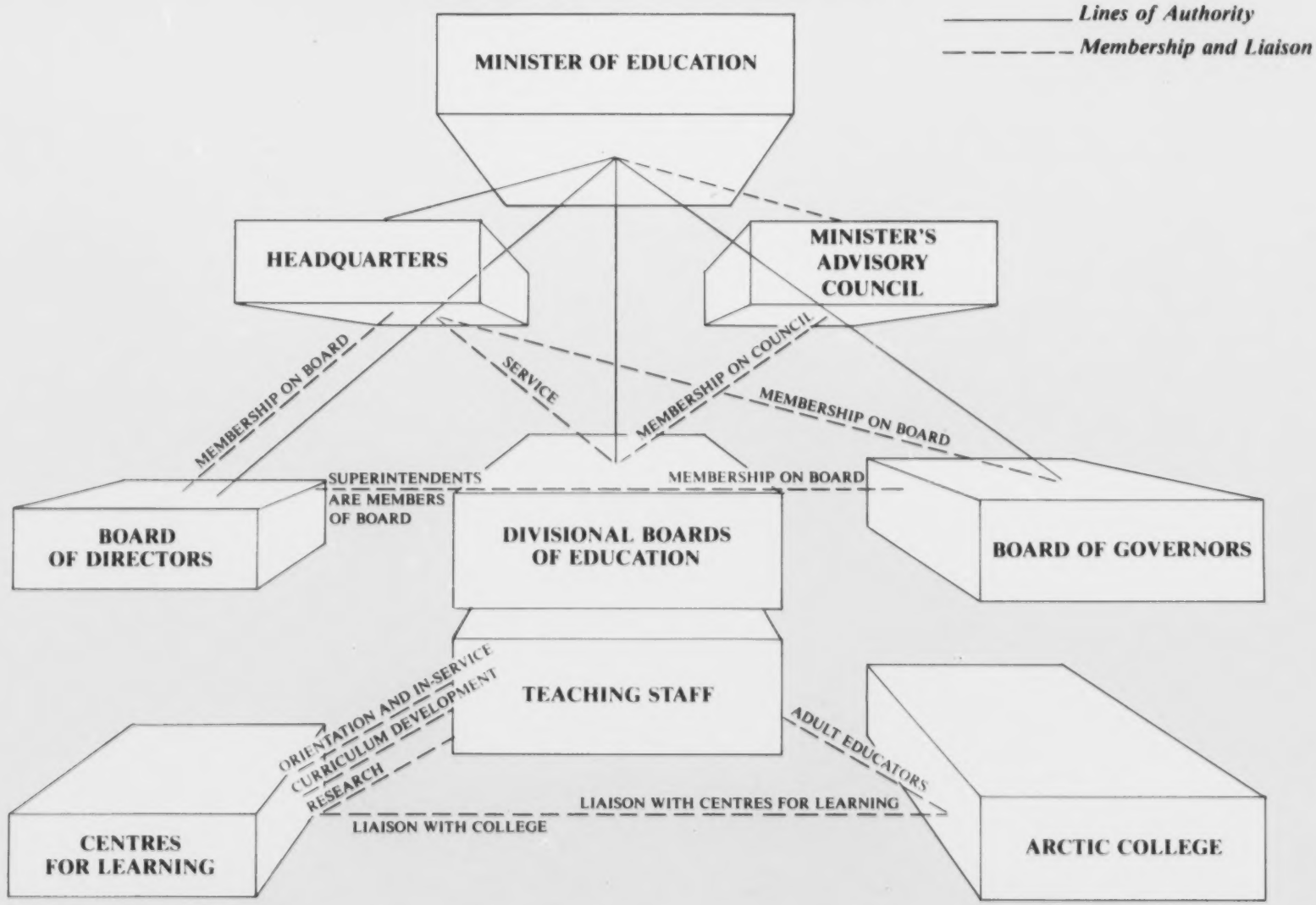
APPENDIX "G"

PROPOSED STRUCTURE OF THE EDUCATION SYSTEM



APPENDIX "H"

PROPOSED AUTHORITY AND ADMINISTRATIVE RELATIONSHIPS OF THE DEPARTMENT OF EDUCATION



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